DOCUMENT RESUME

ED 133 510 08 CE 009 410

TITLE	Arkansas Research Project. A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-Up. Final Report.
INSTITUTION	Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
BUREAU NO	V0109VZ
PUB DATE	Mar 76
GRANT	OEG-0-74-1748
NOTE	189p.
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS	Community Involvement; Cooperative Programs; Counseling Effectiveness; Counselor Functions; *Guidance Services; *Job Placement; *Occupational Guidance; *Program Development; *Program Effectiveness; Program Evaluation; School Community Cooperation; Secondary Education; Vocational Counseling; *Vocational Followup
IDENTIFIERS	Arkansas

ABSTRACT

A project was conducted to develop and implement a school and community-based guidance, counseling, placement, and follow-up program that would place counselors and support personnel in an optimum position to meet the individual career-planning needs of every student, including the occupationally inclined. Specific project goals were to develop and implement group and individual guidance services, a viable placement service, and followup services for those students who have exited from the school system, and to involve the community in planning and operating the expanded services. The programs were conducted in four Arkansas schools. It was found that the restructured and reoriented services resulted in the better ordering of priority needs and focusing on procedures for using employment information, exploring alternative work experience activities in the community, and providing placement in next-step services for all students. Throughout the body of the report are examples of programs and forms used in conducting the program. A third party evaluation containing data analysis of the program constitutes one-third of the report. (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133510

ARKANSAS RESEARCH PROJECT

A UNIFIED SCHOOL-COMMUNITY APPROACH TO REMODEL GUIDANCE SERVICES AND EXPAND NEXT STEP PLACEMENT AND FOLLOW-up

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

GRANT NUMBER: OEG-0-74-1748

PROJECT NUMBER: V0109VZ

FINAL REPORT MARCH, 1976

OE 009410

Final Report

Grant Number: OEG-0-74-1748

A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

James Dasher
Arkansas State Department of Education
Division of Vocational, Technical and Adult Education
Arch Ford Education Building
Little Rock, Arkansas 72201

March, 1976

TABLE OF CONTENTS

	Page
SUMMARY OF THE REPORT	1
Time Period Covered by the Report	1
Purpose and Goals	1
Results or Benefits	1
Objectives of the Project	2
Procedures	3
Acknowledgements	3
BODY OF THE REPORT	5
Purpose and Goals	6
Results or Benefits Expected	6
Overall Plan of Action	6
Summary of Objectives and Activities	9
Objective 1: Setting Up the Program	14
Selection of Schools and Team Members	14
In-service	14
Orientation and In-service Training	27
Plan of Action	32
Objective 2: Expanded Guidance Services	39
Individual and Group Counseling	39
Advisory Councils	49
Career Development Center	49
Mini Courses	55
Vocational and Educational Plan Sheets	57
Career Emphasis Days	57

Page

Objective 3: Developing the Ability to Identify Job Openings and Place Students. 67

Planning. 67

Student Job File. 67

Employer Job File 69

Placement 71

Shadowing 78

Objective 4: Follow-up Services 81

Planning Follow-up and Informing Students of Services. 81

Follow-up Services Initiated. 81

Objective 5: Community Involvement. 84

Advisory Councils 84

Community Involvement 90

Advisory Council--Frequency of Meetings 93

Evaluation 93

EXAMPLES OF PROGRAMS AND FORMS

(In Order of Appearance)

	Page
In-service Workshop	17
Quarterly Workshops	21
Local In-service Programs	28
Working Relationships and Responsibilities for Team Members	35
Survey of Junior and Senior High School Students	41
Sample Counseling Record	43
Composite Record of Interviews	44
Educational Plan Sheet	45
Vocational Plan Sheet	47
Media Center Materials	51
Mini Course Survey	56
Career Day Information Letter	59
Suggestions for Career Day	61
Ideas for County-Wide Career Day	63
Evaluation of Career Day	65
Placement Application	68
Employer Job File Card	70
Job Survey Letter	73
Survey of Job Opportunities for Students and Graduating Seniors	74
Job Placement Information	76
Employer Job Placement Follow-up	77
Application to Shadow	79

Page

Shadowing Follow-up 80

Follow-up Survey. 82

Letter to the Advisory Board. 86

Advisory Board Minutes. 87

Advisory Committee Report 89

Community Resource Persons. 91

Data Summary Form of Community Involvement. 92

A UNIFIED SCHOOL-COMMUNITY APPROACH TO REMODEL GUIDANCE SERVICES AND EXPAND NEXT STEP PLACEMENT AND FOLLOW-UP

Summary of the Report

Time Period Covered by the Report:

July 1, 1974 to December 25, 1975

Purpose and Goals

The overall purpose of this project was to develop and implement a school-community based guidance, counseling, placement and follow-up program that would place the counselor and support personnel in an optimum position to meet the individual career-planning needs of every student. This project was designed to remodel and expand the current guidance and counseling services provided students. More specifically, the goals of this project were:

a. to develop and implement dynamic group and individual guidance services,

b. to develop and implement a viable placement service,

c. to develop and implement follow-up services for those students who have exited from the school system, and

d. to involve the community in the planning and operation of the expanded services.

Results or Benefits

It was found that the newly structured and oriented services resulted in the better ordering of priority needs and focusing on procedures for utilizing employment information, exploring alternative work experience activities in the community, and providing placement in next step services for all students. The results and benefits derived from this comprehensive program were:

a. A model plan of action which could be observed and transported to other schools

interested in expanding the services for all students.

b. Improved methods and techniques in providing information for students to use in career planning.

c. A viable placement in next-step component to assist students in obtaining initial employment and/or further training.

d. A set of follow-up services which assists students in obtaining initial employment and/or further training.

e. A closer linkage between the school and community.

The Objectives of the Project Were:

1. The SEA will help set up a model school-community based program in guidance, counseling, placement, and follow-up services in five selected schools in Arkansas. It is expected that the participating schools will achieve at least 75 percent of their project objectives as evidenced by the end-of-project evaluation reports.

2. By the end of the project, students in grades 7-12 will respond favorably to the expanded group and individual guidance services as indicated by a feedback questionnaire. It is expected that at least 70 percent of the responses will be favorable.

3. The project team, in conjunction with other schools and community personnel, will demonstrate ability to identify job openings and place students in employment or further training as indicated by the percent of students they help place in the next step. It is expected that 90 percent of the students who exit will be placed in a job or further education preparation.

4. The project team will demonstrate their ability to provide follow-up services to students who have exited as indicated by the percent of exiting students contacted and serviced. It is expected that at least 80 percent of those students exiting in 1974-75 will be contacted by the project team and that 30 percent will be active participants in the follow-up services offered after placement.

5. The community will demonstrate interest in fulfilling student needs as indicated by the amount of involvement with the school. It is expected that at least 5 community groups and 20 different individuals will be involved by (a) serving on committees, (b) being resource speakers, (c) acting as host to students in field trips and shadowing, (d) developing or donating occupational materials, and (e) providing alternative work experiences.

Procedures

There are five counselor association regions in the state; therefore, it appeared logical to consider a multi-school approach with one model site in each region. Criteria was developed for use in selection of participating schools requiring a school to have a counseling program, a prevocational guidance program and a minimum of three occupational education programs including a cooperative program that meets the standards for the State Plan for Vocational Education.

Twenty-three schools met the established criteria and letters of invitation to submit applications were forwarded to these schools. A selection committee reviewed these applications and recommended approval of four sites to serve as models. The schools selected were Marianna, Fayetteville, Cabot, and Camden.

Project team members were identified and letters of assignment and acceptance were received.

An EPDA proposal was submitted to the Regional HEW office and approved to provide a two week workshop at the start of the project, to be followed by four quarterly meetings.

A contractual agreement between Arkansas State University and the State Department of Education was agreed upon where the University would provide three hours of graduate credit. Dr. Jim Golden was selected as workshop director. The two week workshop was followed by the four quarterly meetings.

The project was administered jointly by the State Educational Agency with personnel of the Program Planning, Evaluation, Research and Exemplary Section of the Division of Vocational, Technical and Adult Education and personnel of Guidance Services of the Division of Instructional Services.

Acknowledgements

Dr. Jim Golden and his wife, Billie, were primarily responsible for writing and developing the insuing body of the

report, which will be further produced as a guidebook for use by schools throughout the country. In addition, project team members having input and materials for the guidebook were:

1. Norman Ward, School-Community Coordinator, Cabot High School
   Scott Goad, Senior Counselor, Cabot High School
   Martha Marshall, G.C.E., Cabot High School
   Diane Weeks, Orientation, Cabot High School

2. Betty Sue Kell, School-Community Coordinator, Marianna High School
   Mrs. A. P. Broadway, Counselor, Marianna High School
   Mrs. James Doyle, G.C.E., Marianna High School
   James Chatters, Orientation, Marianna High School
   Robert Cooksey, Consultant, Marianna High School

3. Roy Smith, School-Community Coordinator, Fayetteville High School
   Carl Baxter, Placement Counselor, Fayetteville High School
   Pat Kelly, C.O.E., Fayetteville High School
   Jo Marr, Information Specialist, Fayetteville High School
   Lillian Woods, Consultant, Fayetteville High School

4. Charles Berger, School-Community Coordinator, Camden High School
   Lee Hines, Counselor, Camden High School
   Charles Jones, Counselor, Camden High School
   Evelyn Elliott, Coordinator HERO Program, Camden High School
   Zin McRae, Career Orientation, Camden High School

James Dasher

James Dasher, Specialist
Exemplary Programs

Jim Paul Franks

Jim Paul Franks
Specialist, Guidance Programs

A UNIFIED SCHOOL-COMMUNITY APPROACH TO REMODEL GUIDANCE SERVICES AND EXPAND NEXT STEP PLACEMENT AND FOLLOW-UP

Never has there been a time when the need for a comprehensive intensive guidance, counseling, placement and follow-up program for all secondary youth been as pronounced as it is today. Schools need to take a greater responsibility for the occupational future of the students they serve. It has been pointed out that students heading directly for the work force need help as much, if not more, than the college-bound youngster.

Many students leave high school with some general notion of what they may do but without the slightest idea of when or how they will be able to convert these general notions into realistic actions. The employment setting has become so complex that it is not always easy for the thousands of young people who enter the labor market each year to find useful enjoyable employment. Making mistakes in their occupational choices will not only be costly to themselves but to society as well. A majority of young people are exiting from school without being fully aware of their interests and abilities as well as their strengths and weaknesses. The school in cooperation with the community must endeavor to provide services and experiences that will enable students to develop their highest potentialities.

Since counseling and guidance services are an integral part of all education and more particularly the occupational aspects, it becomes essential to develop and implement a comprehensive program of guidance services which will meet the individual needs of every student in the school system. The Arkansas Advisory Council for Vocational-Technical Education has listed guidance and counseling as a priority area of concern. In their most recent document, dated November 13, 1973, the following recommendations were made: "That the State Board take immediate steps to plan for an expansion of counseling services and that the General Assembly provide funds necessary to implement the expansion . . . . The Board should only certify those counselors who have the training necessary to counsel all students, including the occupationally inclined student. It is also recommended that a continuing program of in-service training, aimed at occupational education counseling be required." Moreover, the National Advisory Council on Vocational Education devoted the entire sixth annual report to "Counseling and Guidance: A Call for Change." It is imperative that the school take on the responsibility for placing students in initial employment as well as in post high school education.

Purpose and Goals

The overall purpose of this project was to develop and implement a school-community based guidance, counseling, placement and follow-up program that placed the counselor and support personnel in an optimum position to meet the individual career-planning needs of every student. This project was designed to remodel and expand the current guidance and counseling services provided students. More specifically, the goals of the project were to develop and implement dynamic group and individual guidance services, to develop and implement a viable placement service, to develop and implement follow-up services for those students who have exited from the school system, and to involve the community in the planning and operation of the expanded services.

Results or Benefits Expected

It was anticipated that the newly structured and oriented services would result in the better ordering of priority needs and would focus on procedures for utilizing employment information, exploring alternative work experience activities in the community and providing placement in next step services for all students. The results and benefits derived from this comprehensive program were:

a. A model plan of action which could be observed and transported to other schools interested in expanding the services of all students.

b. Improved methods and techniques in providing information for students to use in career planning.

c. A viable placement in next step component to assist students in obtaining initial employment and/or further training.

d. A set of follow-up services which would assist students in adjusting and advancing in their next step position.

e. A closer linkage between the school and community.

Overall Plan of Action

This project was designed to remodel and expand the current guidance and counseling services provided students in Arkansas. The rational and prime focus for attempting this endeavor was based on the belief that the counselor is placed in a position where a disproportionate amount of time is spent with the academically inclined, college bound students.

We propose to develop model comprehensive secondary guidance and counseling programs which would be more responsive to the needs of the school and community. A multi-school approach, selecting one school site from four of the different counselor association regions in the state, was adopted. Schools that were considered were ones having a counseling program, a prevocational group guidance program, and a minimum of three occupational education programs, including a cooperative program that met the standards of the State Plan for Vocational Education. All eligible schools were invited to submit applications for participation in the project. The letters of invitation indicated that those interested in submitting applications should request a copy of the approved proposal and application form. A selection committee was appointed to review all applications and make recommendations for approval to the applicant organization.

The project was administered by the State Education Agency (SEA) with personnel of the Program Planning, Evaluation, Research and Exemplary Section of the Division of Vocational, Technical and Adult Education. In each participating school a local project director was employed and a project team identified. This team included at least a counselor, prevocational group guidance teacher, cooperative education coordinator, and the project director, who also served as school-community coordinator.

The counselor was considered an extension of the instructional program because of his released time and specialized training; however, trained personnel whom a student sees once, twice, or three times a year cannot meet all the needs of students without the aid of teachers and other school personnel. Teachers as well as counselors were made aware of employment information available to them and were encouraged to utilize it in their respective curricula.

Effective guidance and counseling for students requires a team effort. Therefore, extensive efforts must be made to maintain open lines of communication between the counselor's office, the classroom, the home, and all available community resources to insure maximum effectiveness of a comprehensive guidance and counseling program which will culminate in placement services for every student.

The prevocational group guidance (vocational orientation) teacher contributed much to the overall guidance process by offering an organized course of study in careers. This program of instruction included self-understanding, occupational information on a wide range of career clusters and decision making skills required to find, use and organize pertinent information in career planning. Some of the techniques used in presenting career information were study trips, presentations by resource people, bulletin board displays, role

playing, simulation, hands-on experiences and in-depth research.

Another dimension added to group guidance was career mini courses, providing another link between the school and community. It further enhanced the effort to expose students to the many occupational options as they were surveyed to ascertain the areas in which they would like career mini courses.

Another expansion of the guidance and counseling services was a multi-media career development center in each school. The audio-visual resources provided an opportunity for students to explore the many facets of decision making, personality development, and vocational choices. These centers contained printed matter in addition to audio-visual materials in the form of film strips, cassettes, film loops, and slides with carrels available for utilizing the media. Slides and tapes were purchased explaining various work activities in business and industry. Teachers were made aware of the available materials and encouraged to utilize them in their related subject areas.

Through combined effort the project team established a community-based guidance program. The school-community coordinator worked with the existing personnel in gathering employment information and with business and industry by securing their assistance to serve as (1) resource people for career mini courses and vocational orientation classes, (2) hosts for shadowing and study trips and (3) employers of students in part-time and full-time employment. The community relationship was of great value to the counseling staff and the prevocational group guidance teacher in establishing an effective group guidance program.

Many counselors provided some assistance to students in obtaining part-time and full-time employment, but this was found to be the area which must be given more attention. A school placement program provided the vehicle for dialogue between the school personnel who counseled the youth and the community employers. Such a dialogue led to important and needed program changes in curriculum innovations, work experience programs, and information important to the guidance program.

A viable placement service was established for assisting every student in the next step on a continuous basis with the school-community coordinator having the major responsibility of coordinating activities. The counselor and cooperative education coordinator assumed primary responsibilities in operating the placement service except in the Fayetteville School where a full-time placement counselor assumed this responsibility and in Marianna where a part-time

Employment Security Division employee worked in the school setting.

Students and employers were made aware of the placement office and the procedures for using this service. An employment file was developed and maintained by making personal contact with personnel managers and businessmen in the community to identify job openings. Furthermore through news media and meeting with civic groups, employers were encouraged to call employment requests into the placement office. Either a staff member or a student was available to receive telephone calls at designated times.

The counselors developed and maintained a file of all students desiring part-time or full-time employment. Since much of the placement occurred during the spring and summer months, graduating seniors and other exiting students were provided primary preference as to how they may be contacted.

Those students desiring further educational preparation were provided guidance and counseling as to the college or post-secondary vocational school they wished to attend.

Too often schools have felt that they have fulfilled their responsibility when a student exited from the system. Schools should be responsive to the needs of every student even after they have exited from the school setting; therefore, these four schools developed follow-up services for students after they had been placed in the next step. The goals of these services were to assist them in adjusting to the new environment, in making proper advancement, in receiving additional preparation, and in obtaining trends and information about employment.

Objectives

The objectives of the program have been written in performance terms. These performance objectives contain four essential elements: (1) Who will perform the desired behavior? (2) What is the performance? (3) How will the performance be measured? and (4) What will be the acceptable criteria for performance?

The performance objectives and the proposed program activities were as follows:

Objective Number 1

The SEA will help set up a model school-community based program in guidance, counseling, placement and follow-up services in five selected schools in Arkansas. It is expected

that the participating schools will achieve at least 75 percent of their project objectives as evidenced by the end-of-project evaluation reports.

Activity 1.1

By July 15, 1974, the SEA will select the target schools which will be involved in the project. Letters of notification will be sent to the superintendents of selected schools.

Activity 1.2

By August 1, 1974, the SEA and LEA administrative personnel will cooperatively select project teams and identify the project director for each participating school. Letters of assignment will be sent to each team member by the SEA.

Activity 1.3

By September 1, 1974, the SEA will conduct training for the project teams followed by quarterly in-service workshops. All team members from the five schools will meet at a central location convenient to the participating schools. Specific objectives for the training will be prepared, by which the training sessions will be evaluated.

Activity 1.4

By October 1, 1974, the SEA will conduct an orientation session in each of the participating schools for the entire faculty.

Activity 1.5

Throughout the year, the project team will conduct in-service training for local school personnel. One session will be conducted by October 1, 1974.

Activity 1.6

By the end of the project, each participating school will have a model plan of action with recommendations for implementation.

Objective Number 2

By the end of the project, students in grades 7-12 will respond favorably to the expanded group and individual guidance services as indicated by a feedback questionnaire. It is expected that at least 70 per cent of the responses will be favorable.

Activity 2.1

Beginning in September, 1974 and continuing throughout the project, the counselor will conduct individual counseling sessions with students in grades 7-12.

Activity 2.2

By October 1, 1974, the project team will organize an advisory council consisting of school and community members to assist in planning and implementing the expanded services.

Activity 2.3

By February 15, 1975, a multi-media career development center will be established in each participating school.

Activity 2.4

By March 1, 1975, the project teams will initiate a series of career mini courses in each participating school for students in grades 10-12.

Activity 2.5

By the end of the 1974-75 school year, every student in grades 9-12 will develop an educational-vocational plan to guide them in next step placement.

Activity 2.6

By June 15, 1975, a community oriented career day will be conducted in each of the participating schools.

Objective Number 3

The project team, in conjunction with other schools and community personnel, will demonstrate ability to identify job

openings and place students in employment or further training as indicated by the per cent of students they help place in the next step. It is expected that 90 per cent of the students who exit will be placed in a job or further education preparation.

Activity 3.1

By February 1, 1975, the project teams in consultation with employers, ESD and other agencies will develop plans for gathering and disseminating employment and training information to assist students in next step placement.

Activity 3.2

By February 15, 1975, the counselor will develop and thereafter maintain a file for all students desiring part-time or full-time employment.

Activity 3.3

By April 1, 1975, the project team will have a file developed on potential employers and job openings identified.

Activity 3.4

By September 1, 1975, students desiring next step placement will be assisted in part-time employment, full-time employment or further educational preparation.

Objective Number 4

The project team will demonstrate their ability to provide follow-up services to students who have exited as indicated by the per cent of exiting students contacted and serviced. It is expected that at least 80 per cent of those students exiting in 1974-75 will be contacted by the project team and that 30 per cent will be active participants in the follow-up services offered after placement.

Activity 4.1

By the end of the training session, which will be conducted by September 1, 1974, the project teams will develop suggested follow-up services which should be provided students after placement.

Activity 4.2

By December 1, 1974, a random sample of students who exited in the previous two years will be contacted in person, by telephone, or by mail to ascertain their desires for follow-up services.

Activity 4.3

By May 1, 1975, all exiting students will be informed of follow-up services the school can perform and be encouraged to avail themselves of these expanded opportunities.

Activity 4.4

By September 1, 1975, interested students who have exited from school will begin receiving follow-up services such as assistance in receiving related training, information on occupational trends and opportunities and counseling regarding adjustment and advancement in their current or anticipated position.

Objective Number 5

The community will demonstrate interest in fulfilling student needs as indicated by the amount of involvement with the school. It is expected that at least 5 community groups and 20 different individuals will be involved by (a) serving on committees, (b) being resource speakers, (c) acting as host to students in field trips and shadowing, (d) developing or donating occupational materials, and (e) providing alternative work experiences.

Activity 5.1

By October 1, 1974, the local project teams will obtain commitments from community representatives to serve on the project advisory council.

Activity 5.2

By November 1, 1974, the local project director will survey the community to ascertain those individuals willing to serve as resource speakers, teach mini courses, host students in field trips and shadowing experiences, provide alternative work experience activities, etc.

Activity 5.3

The project team will hold quarterly meetings with the community advisory council to keep them informed of progress being made and to gain community input.

Objective 1: Setting Up the Program

Activities 1.1 and 1.2: Selection of Schools and Team Members

The State Education Agency (SEA) helped set up a model school-community based program in guidance, counseling, placement and follow-up services in four selected schools in Arkansas. The SEA and the Local Education Agency (LEA) selected and notified project team members and identified a project director for each participating school. The original proposal called for five schools to be selected; however, only four were selected. Schools and project personnel may be found in the acknowledgement.

Activity 1.3: In-service

State staff members in the Division of Vocational Education and in the Guidance Division along with a faculty member in the Division of Counselor Education and Psychology at Arkansas State University planned, organized, and conducted a two-week workshop for project team participants from the four schools to aid them in preparation for expansion of guidance services. Four follow-up seminars were held in conjunction with the Division of Vocational, Technical and Adult Education and Guidance Division at various locations in the state. Objectives were developed, an agenda was designed and resource persons were secured to give information in developing ways and means for achieving the objectives. These objectives and agenda are shown on the following pages.

OBJECTIVES FOR TWO WEEK IN-SERVICE TRAINING

1. The project teams will have a basic knowledge of the career education concept and how it can be implemented into their home school. It is expected that all participants will respond favorably to the career education concept on the post test.

2. The project teams will develop a "Needs Assessment Form." It is expected that all teams will have this form completed by the end of the workshop.

3. The project teams will develop plans and procedures for establishing a media center in their home school. It is expected that all teams will have this plan on file at the end of the workshop.

4. The project teams will learn of and how to conduct mini courses in their home schools. It is expected that all participants will respond favorably to mini courses on the post test.

5. The project teams will establish procedures to form advisory councils in their home schools. It is expected that all participants will respond favorably to advisory councils on the post test.

6. The project teams will develop a form for the student's educational and vocational plan. All participants will have a copy of this plan at the end of the workshop.

7. The project teams will formulate plans on how to hold a vocational career day in their home school. All project teams will have this plan developed by the end of the workshop.

8. The project teams will develop forms to keep a student job file in their local school. All project teams will complete and have these forms by the end of the workshop.

9. The project teams will develop forms and procedures for setting up a job file in their local school. All project teams will have these completed at the end of the workshop.

10. Project teams will develop plans for follow-up activities of all exiting students. All teams will have these plans completed by the end of the workshop.

11. The project teams will develop plans for student shadowing of employers in their local school district. All participants will respond favorably to this concept on the post test.

12. The project teams will have a working knowledge of how the Employment Security Division operates and how it might help the project. It is expected that all participants will respond favorably to this activity on the post test.

13. The project teams will develop plans for alternative work activities for students in their local school district. It is expected that all participants will respond favorably to this activity on the post test.

14. The project teams will understand other team member's programs and how they are conducted in their local school. It is expected that all participants will respond favorably to these programs on the post test.

15. The project teams will develop a plan of action to develop a unified school-community approach to remodel guidance services and expand next step placement and follow-up. A draft of this plan will be on file at the completion of the workshop.

16. The project team will develop a plan to disseminate information about the model project to other school districts in their region. A draft of this plan will be on file at the completion of the workshop.

17. The project teams will familiarize themselves with the third party evaluation design and formulate duties required to carry out the design. It is expected that all participants will respond favorably to this activity on the post test.

18. The project team will learn how to fill out expenditure reports and other needed forms relative to the project. It is expected that all participants will respond favorably to this activity on the post test.

19. The project teams will develop plans on ways to involve the community in the planning and operation of the expanded services. All teams will have these plans completed by the end of the workshop.

20. The project teams will develop procedures for implementing a dynamic individual and group guidance. All project teams will have a written set of procedures on file at the end of the workshop.

21. The project teams will plan an in-service training program to be held in their local school district. Each team will have a copy of the program at the completion of their workshop.

IN-SERVICE WORKSHOP

August 5-16, 1974

Arkansas State University

Monday, August 5

10:00 a.m. - 11:00 a.m.	Registration
11:00 a.m. - Noon	Workshop Objectives - Specialist, Exemplary Program
Noon - 1:00 p.m.	Lunch
1:00 p.m. - 1:15 p.m.	Welcome - Vice-President for Instruction
1:15 p.m. - 2:00 p.m.	Workshop Overview - In-service Project Director Specialist, Exemplary Program Specialist, Guidance Services
2:00 p.m. - 2:30 p.m.	Break
2:30 p.m. - 4:30 p.m.	Team Member's Programs - Guidance - Coordinator of Guidance Services Coop - Supervisor of General Cooperative Education and Work Study Orientation - Supervisor of Career Orientation
7:00 p.m. - 9:00 p.m.	Reception - home of In-service Project Director

Tuesday, August 6

9:00 a.m. - 10:30 a.m.	Career Education - Coordinator of the Research Coordinating Unit
10:30 a.m. - Noon	Community Involvement - Placement Coordinator Russellville Schools

Noon	- 1:00 p.m.	Lunch
1:00 p.m.	- 4:30 p.m.	Needs Assessment - In-service Project Director

Wednesday, August 7

9:00 a.m.	- 10:30 a.m.	Advisory Council - Coordinator, Program Planning, Evaluation and Exemplary Programs
10:30 a.m.	- Noon	Educational-Vocational Plan - Specialist, Guidance Services
Noon	- 1:00 p.m.	Lunch
1:00 p.m.	- 4:30 p.m.	Student Job File, Job File - In-service Project Director

Thursday, August 8

9:00 a.m.	- 10:30 a.m.	Employment Security Division
10:30 a.m.	- Noon	Alternative Work Experience - Supervisor, General Co-operative Education
Noon	- 1:00 p.m.	Lunch
1:00 p.m.	- 4:30 p.m.	Group and Individual Guidance Panel

Friday, August 9

9:00 a.m.	- Noon	Visit Media Center at Newport School
Noon		Adjourn at Newport

888888888888888888888888

Monday, August 12

10:00 a.m.	- Noon	Mini Courses - Project Director
Noon	- 1:00 p.m.	Lunch
1:00 p.m.	- 4:30 p.m.	Media Centers (Group work for material selections)

Tuesday, August 13

9:00 a.m.	- Noon	Follow-up Activities - In-service Project Director
Noon	- 1:00 p.m.	Lunch
1:00 p.m.	- 2:30 p.m.	Vocational Career Day - Specialist, Guidance Services
2:30 p.m.	- 3:30 p.m.	Shadowing - Specialist, Exemplary Programs
3:30 p.m.	- 4:30 p.m.	Reports - Specialist, Exemplary Programs

Wednesday, August 14

9:00 a.m.	- Noon	Dissemination - In-service Project Director Specialist, Exemplary Programs Specialist, Guidance Services
Noon	- 1:00 p.m.	Lunch
1:00 p.m.	- 4:30 p.m.	Evaluation Design - Third Party Evaluator, Educational Planning and Evaluation Services, Magnolia, Arkansas

Thursday, August 15

9:00 a.m.	- Noon	In-service Training - Specialist, Guidance Services
Noon	- 1:00 p.m.	Lunch
1:00 p.m.	- 4:30 p.m.	Model Plan - In-service Project Director
6:30 p.m.	- 8:00 p.m.	Banquet - Speaker - Associate Director for Vocational, Technical, and Adult Education

Friday, August 16

9:00 a.m. - 11:00 a.m.	Model Plan - In-service Project Director
11:00 a.m. - Noon	Post Test - Specialist, Exemplary Programs
Noon	Adjourn

27

PROGRAM PLANNING
Research, Exemplary, CETA, EPDA
Quarterly Workshop
Ramada Inn
Russellville, Arkansas
September 22, 23, 1974

September 22

3:30 p.m. - 3:35 p.m.	Workshop Overview - Specialist, Exemplary Programs
3:35 p.m. - 4:15 p.m.	Panel - Members Role in a Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up Moderator--In-service Project Director School-Community Coordinator Counselor Coop Coordinator Orientation Teacher
4:15 p.m. - 4:30 p.m.	Reactors - selected participants
4:30 p.m. - 4:45 p.m.	Break
4:45 p.m. - 5:30 p.m.	Symposium - New Trends panel
7:00 p.m. - 8:30 p.m.	Banquet - Speaker - Principal, Russellville Schools

September 23

8:30 a.m. - 10:00 a.m.	Group Roles -

Groups	Facilitators
Project Directors	Personnel, State Department of Vocational Education
Counselors	
Coordinators	
Orientation	
Elementary	
College and Post-Secondary	

10:00 a.m.- 10:30 a.m.	Break

10:30 a.m. - Noon	Group Projects - Groups and Facilitators Career Education- Director Exemplary Programs Research- Specialist, Guidance Services EPDA- RCU Coordinator
Noon	Adjourn

PROGRAM PLANNING
Research, Exemplary, CETA, EPDA
Quarterly Workshop
Holiday Inn
Jacksonville, Arkansas
November 13, 14, 1974

November 13	Chairman- Specialist, Exemplary Programs
6:30 p.m. - 7:45 p.m.	Banquet - Speaker - Associate Director Vocational, Technical and Adult Education
7:45 p.m. - 8:00 p.m.	Break
8:00 p.m. - 8:20 p.m.	Media Implementation Center - Media Center Personnel
8:20 p.m. - 8:40 p.m.	Pre-Cooperative Training - Panel
8:40 p.m. - 9:00 p.m.	Employability Training - Symposium
November 14	
8:30 a.m. - 9:00 a.m.	A Student's View of Education- President, Arkansas Tech Student Body
9:00 a.m. - Noon	Group Meetings
	Groups Four School Project Career Education Employability Training and Employment Orientation Pre-Coop Training
	Facilitators Project Leaders and Selected State Department Personnel
12:00 Noon - 1:00 p.m.	Lunch

1:00 p.m. - 2:00 p.m.	Implications
2:00 p.m. - 2:30 p.m.	Regional Implications Senior Program Officer Regional Office of HEW
2:30 p.m.	Adjourn

PROGRAM PLANNING
Research, Exemplary, VESA-CETA, EPDA
Quarterly Workshop
Holiday Inn
Jacksonville, Arkansas
February 6, 7, 1975

February 6	Chairman- Specialist, Exemplary Programs
3:30 p.m. - 4:00 p.m.	Registration - Lobby
4:00 p.m. - 4:30 p.m.	Arkansas Advisory Council for Vocational Education
4:30 p.m. - 5:30 p.m.	Activities from the National Coordinating Conference of Part C and D projects funded under P. L. 90-576- Panel
5:30 p.m. - 6:30 p.m.	Break
6:30 p.m. - 8:00 p.m.	Banquet - "Labor Looks at Education" Arkansas Department of Labor
February 7	
8:30 a.m. - 11:30 a.m.	Group Meetings
	Groups Career Education Four School Project Pre-Coop Employability Training Special Projects
	Facilitators Project Leaders and Selected Personnel
11:30 a.m. - 12:30 p.m.	Lunch
12:30 p.m. - 2:00 p.m.	Implications
2:00 p.m.	Adjourn

PROGRAM PLANNING
Research, Exemplary, VESA-CETA, EPDA
Quarterly Workshop
Mather Lodge
Petit Jean State Park
April 24, 25, 1975

April 24	Chairman- Associate Director Vocational, Technical and Adult Education
11:00 a.m. - Noon	Registration - Lobby
Noon - 1:00 p.m.	Luncheon - Speaker Commissioner of Education
1:00 p.m. - 4:30 p.m.	Group Meetings

Place	Groups
Dining Room	Four School Project
Arkansas Room	Career Education
Cabin 12-A	Pre-Coop
Cabin 12-B	Employability Training
Cabin 11	Special Projects

Facilitators

Project Leaders and Selected Personnel

2:30 p.m.	Coffee and Tea Break - Dining Room
6:30 p.m. - 8:00 p.m.	Banquet - Speaker Arkansas State Representative
April 25	Chairman- Specialist, Exemplary Programs
8:30 a.m. - 11:00 a.m.	Group Meetings (continued)
10:00 a.m.	Coffee and Tea Break
11:00 a.m. - Noon	Implications
Noon	Adjourn

Activities 1.4 and 1.5: Orientation and In-service Training

In-service training was conducted by each of the project teams in their own schools. The purposes of these programs were to inform the faculty of the planning that had been completed toward expansion of guidance services and to secure their imput in future planning and expansion efforts. The SEA conducted orientation sessions at these programs. One approach was to role play an explanation and discussion of the major project objectives. Another school presented talks from project team members and resource speakers from the school and community. Two schools conducted surveys to determine how the project team could best serve the faculty. Examples of these agenda and surveys follow.

IN-SERVICE

September 19, 1974

Introduction of Consultant. . . . . .Superintendent

Explanation of local program and
explanation of role-playing . . . .Consultant

1. Orientation Teacher
   Moderator. . . . . .Objective 1, Guidance
   Counselor
   Vocational Director

2. Moderator. . . . . .Objective 2, Placement
   Coop Education Coordinator
   Student

3. Moderator. . . . . .Objective 3, Follow-up
   School leaver
   Counselor

4. Objective 4, Program Director . . . . . Community

Overview of program from State Department . . Specialist,
Exemplary Programs

Pass out and explain the survey as answered by freshmen and seniors.

Pass out survey to all teachers as to how the project team may aid them in helping the students. Return the same day.

Questions and discussion.

GUIDANCE-PLACEMENT CAREER EDUCATION PROJECT

September 18, 1974

3:05 p.m.

Opening Remarks.	Superintendent
General Introduction to Project.	Project Director
Representatives from Industry	Manager of Industrial Relations, Stromberg-Carlson Corporation
	Administrator of Public Relations, International Paper Co., Southern Kraft Division
Vocational Orientation	Teacher
Student Work Experience. . . .	Coordinator, Home Economics and Related Occupations
Counselor's Role in the Project.	Counselor
Services Available for Career Education	Project Director
Career Education Plans in Junior High School	Counselor
Summary.	Specialist, Secondary School Guidance, State Department of Education

IN-SERVICE STUDY FOR GUIDANCE SERVICES

Although we are all a member of the guidance team (that is to help each student become more successful and productive), how may we five team members best serve you?

___ Help prepare occupational and/or educational bulletin boards

___ Help provide guest speakers as resource persons

___ Provide vocational and/or educational information as related to your subject

___ Provide group counseling as needed for social, occupational, and/or educational information (circle one or more)

___ Help provide in-service teacher training in career education

___ Help your students gather research materials for career education reports

___ Provide more detailed information of the standardized tests

___ Help you help us in aiding the student in selecting his course of study

___ Help the student make more realistic goals for his after high school plans

___ Realize the need for our helping the student find part-time or, after he leaves school, full-time employment

___ Help you arrange field trips

___ Would you be interested in teaching a mini course?

___ Would you be interested in participating in one?

37

Which of the following services could we provide to assist you in emphasizing career education in your subject area?

___ Supply ideas and materials for bulletin boards

___ Make arrangements for resource speakers

___ Supply audio visual materials and equipment

___ Conduct group guidance related to career education

___ Assist some of your students to find part-time jobs

___ Supply vocational information related to your subject area

___ Assist in setting up field trips and arrange for transportation by interested persons in the community

___ Other (specify)

Would you be interested in teaching a mini course during activity period? ___(yes) ___(no)

How do you feel about some of your students taking one day of school time to participate in shadowing?

___ I think that shadowing would be beneficial to students and should be allowed upon request after specific arrangements have been made.

___ I think that shadowing could be very helpful but should be allowed only after the student has researched the occupation and turned in a written report with a bibliography.

___ I think that shadowing is a waste of time and should not be allowed.

___ I think that shadowing could be helpful but should not be allowed on school time.

Activity 1.6: Plan of Action

Each school developed a model plan of action for planning and delivering services. The project team served as a committee to determine the responsibility for activities for each team member.

A general description of the responsibilities of each team member, followed by a chart showing how each school delegated responsibilities for the planned activities.

The project director had the responsibility for coordinating the efforts of the team members and securing cooperation from other faculty members, for conducting in-service training for faculty, for chairing or working closely with the chairperson of the advisory committee, for promoting public relations activities, and for working directly with community resource persons in securing support and participation in conducting needs assessment and follow-up surveys, placement, shadowing and career emphasis activities. The director worked closely with the administration in curricular offerings such as adding regular courses, developing mini courses, directing the activities of the media center, and seeing that adequate records are kept as well as doing individual and group counseling.

The counselors main function was the coordination of individual and group counseling activities, developing and maintaining educational and vocational plans and other counseling records. The counselor served as a coordinator of the testing program and had major responsibility for administering, scoring, recording, and interpreting test scores. Orientation of students to the next step was conducted by the counselor as well as orientation and consultation activities for teachers. The counselor aided in planning and developing the media centers--especially in the selection and interpretation of information. Counselors also aided in evaluation, classroom visitation, needs assessment and follow-up activities.

The cooperative education coordinators had major responsibilities in coordinating the placement activities for students in the cooperative classes and aided the project director in placement of all students. Other activities included the provision of job information as it related to the interests and aptitudes of their students and the basic skills, knowledges and attitudes to function in their chosen careers. Cooperative teachers developed and maintained employer and student job files and placement records. They also consulted with teachers concerning school-community relations, aided in surveys, directed group activities, made home visits and student on-the-job visits.

The orientation teacher had the responsibility of creating a classroom atmosphere in which students would exchange ideas and opinions and would develop positive attitudes toward themselves and the world of work. They conducted individual and group guidance sessions which included information for use in career planning, self-understanding, and decision making. They implemented and continued an occupational guidance session which was a part of the orientation course curriculum. They helped plan, develop, and evaluate the media center as well as use it in their course activities. Other areas of responsibility were to aid in the planning and conducting of in-service training, mini courses, role playing, simulation activities, and hands-on work experiences. Orientation teachers helped with surveys, career days, and resource persons.

Only one school had an information specialist. Her chief responsibility was to operate the media center and to coordinate its use for students, teachers, parents, and community members. Other duties included the training of students to operate various audio-visual hardware. She also helped in ordering, cataloging, housing, checking out, and keeping records on both materials and equipment. Another task was contacting and scheduling the resource persons for the expanded guidance program. In addition, she developed bulletin board displays, worked with various committees and assisted with surveys.

A separate position of job placement specialist was provided in one school. The major responsibility consisted of job placement of students and coordination of placement activities of vocational teachers, cooperative coordinators, local directors of vocational education, guidance personnel and individual employers. Specific duties included organizing and working with a placement committee, carrying out administrative policies as they related to job placement, and cooperating with public and private employment agencies. An employer and a student job file was developed and maintained for the total program. Other duties included coordination of job interviews, helping students develop resumes and recommending students for job openings. In addition, the placement specialist aided in conducting surveys, developing auxillary sources of possible placements such as ads, unions, and word of mouth.

The Employment Security Division (ESD) placed and supervised a part time interviewer in one school system. An office was made available in the counseling department of the high school, and the primary role was to coordinate the placement service for the project team. She interviewed applicants for employment, recorded and classified their qualifications, and assigned occupational codes. The interviewer counseled those applicants having employment adjustment or special placement problems. Employers were visited to solicit job openings and

qualified students were referred to these employers. She helped conduct job surveys and follow-ups.

The checklists which follow provide a brief overview of the team approach to expanding the guidance, placement and follow-up services. These charts show the working relationships and responsibilities for each of the four schools involved.

Additional Explanation of Charts

P	- primary responsibility
S	- secondary responsibility
HERO	- home economics related occupations of the Cooperative Education program
GCE	- General Cooperative Education
ESD	- Employment Security Division
Consultant	- other member of school faculty depending on local assignment of responsibilities

WORKING RELATIONSHIPS AND RESPONSIBILITIES FOR

TEAM MEMBERS IN SCHOOL 1

	DIRECTOR	HS COUNSELOR I	HS COUNSELOR II	JH COUNSELOR	ORIENTATION	HERO
Advisory Council	P	S	S	S	S	S
Needs Assessment	P	P	P	P	S	S
Media Center	P	P	P	S	S	S
Mini Courses	P	S	S	S	S	S
Career Day	P	S	S	S	S	S
Educational Plan Sheet		P	P	P		
Vocational Plan Sheet		P	P	P		
Student Job File	S	S	P	S		S
Employer Job File	P	S	S	S	S	S
Follow-up	S	P	S			
Placement	S	S	P	S		S
In-service Training	P	S	S	S	S	S
Shadowing	P	S	S	S	S	S
Appraisal Form		P	P	P		
Counseling File		P	P	P		
Community Talks	P	S	S	S	S	S
Individual Counseling	S	P	P	P	P	P
Group Counseling	S	P	P	P	P	P
Job Survey	P					

WORKING RELATIONSHIPS AND RESPONSIBILITIES FOR

TEAM MEMBERS IN SCHOOL 2

	DIRECTOR	COUNSELOR	GCE	ORIENTATION	PLACEMENT ESD	CONSULTANT
Advisory Council	P	S	S	S		S
Needs Assessment	S					P
Media Center	P	S	S	S		S
Mini Courses	P					P
Career Day	P	S	S			S
Educational Plan Sheet		P				
Vocational Plan Sheet		P				S
Student Job File					P	
Employer Job File					P	
Follow-up	P	S	S			S
Placement					P	
In-service Training	P	S	S	S		S
Shadowing	S		S	P		S
Appraisal Form	P	S	S	S		S
Counseling File	S	P				
Community Talks	P		S			P
Individual Counseling	S	P	S	S	S	S
Group Counseling	P	P	P	P		P
Job Survey	P		S		S	S

WORKING RELATIONSHIPS AND RESPONSIBILITIES FOR

TEAM MEMBERS IN SCHOOL 3

	DIRECTOR	COUNSELOR	GCE	ORIENTATION
Advisory Council	P	S	S	S
Needs Assessment	P	S	S	S
Media Center	P	S	S	S
Mini Courses	P	S	S	S
Career Day	P	P	S	S
Educational Plan Sheet	S	P		
Vocational Plan Sheet	S	P		
Student Job File	P	S	S	S
Employer Job File	P	S	S	S
Follow-up	P	S	S	S
Placement	P	S	P	
In-service Training	P	S	S	S
Shadowing	P	S	S	
Appraisal Form	S	P	S	S
Counseling File	S	P	S	S
Community Talks	P	P	P	P
Individual Counseling	P	P	P	S
Group Counseling	P	P	P	P
Job Survey	P	S	S	S

WORKING RELATIONSHIPS AND RESPONSIBILITIES FOR

TEAM MEMBERS IN SCHOOL 4

	DIRECTOR	COUNSELOR	COE	ORIENTATION	PLACEMENT SP.	INFORM. SP.	CONSULTANT
Advisory Council	P		S	S	S	S	S
Needs Assessment			S	P	P		P
Media Center	S				S	P	P
Mini Courses	P						
Career Day	P		S	S	S	S	S
Educational Plan Sheet		P					P
Vocational Plan Sheet		P					P
Student Job File					P		
Employer Job File			S		P		
Follow-up	P	S	S	S	P	S	S
Placement	S		S		P		
In-service Training	P	S	S	S	S	S	S
Shadowing					P	P	
Appraisal Form	P	P	P	P	P	P	P
Counseling File		P					P
Individual Counseling		P	S		P		P
Group Counseling		P	S	P	P		P
Job Survey	S		P		S		S

Objective 2: Expanded Guidance Services

Activity 2.1: Individual and Group Counseling

In order to determine present and future needs of the expanded guidance services, surveys were conducted in the four schools with the project team members serving as a needs assessment committee. Two schools had conducted previous needs surveys from which they drew additional information. The focal points of the surveys were awareness of guidance services in general and student needs for specific services. Forms for the surveys were either devised by the team or selected from available forms. In one school a combination needs and follow-up survey was conducted.

The surveys were administered, the findings analyzed, and decisions were made based on the results. For example, in one school there was not enough interest shown to consider expansion of the existing mini course offerings. In another school it was found that only 50 per cent of the students were being reached through individual conferences; therefore, by identifying those not reached counselors were able to schedule individual conferences and plan group activities to meet these student's needs.

Examples of student needs reported in the survey include (1) to develop a more positive attitude toward work, (2) to be exposed to a wider range of occupations and employment possibilities, (3) to know more about ability to succeed in college and chosen occupation, (4) to have help in securing placement at work and in school, (5) to have help in making realistic plans, and (6) to be able to take part in group discussions.

As the needs were determined, the counselor scheduled individual counseling sessions with every student in grades 7 through 12. These sessions focused on immediate and future needs with particular emphasis on vocational and educational plans, career exploration and decision making.

During the last year of the elementary and junior high school, group orientation sessions were held in order to make the transition to the next step as smoothly as possible. These sessions, usually held by the counselors in the next school, included discussions of courses, activities, and student expectations. Student handbooks were distributed and discussed, and next school visits were arranged.

Orientation for the senior high student included information regarding post high school vocational-technical schools, higher education, and the world of work. Group conferences concerning the world of work included topics like work

satisfaction, unemployment, and job possibilities. Those concerning college orientation included topics like college costs, dorm living, college hours, courses and activities.

Sample survey and counseling forms are shown on the following pages.

SURVEY FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS

We will survey some of our present students to ascertain that we are better meeting your educational and occupational needs than we previously were. We will also like to have a follow-up on you after you leave our school whether it is as a graduate or non-graduate.

We hope to try to survey some of our former students especially since they had a more limited curriculum than you have.

Please answer the following data honestly and prepare to answer similar ones after you leave us. Your answers will be most valuable to us in helping plan and evaluate our curriculum.

Personal Data

Name_____Date_____
Grade_____Age_____Date of Birth_____
Sex_____Race_____Address_____
Parents' or Guardians' Name_____
Address_____

Circle the correct responses or write in the answer if needed

Here at high school:

1. I have a definite job I plan to enter after I leave high school. yes no
2. If yes, it is_____
3. To obtain this I am taking courses which will help me get it. yes no
4. I have had part-time work. yes no
5. I am enrolled in cooperative education. yes no
6. If not, would you like help in obtaining part-time placement? yes no
7. If you are already employed other than GCE, where are you employed? _____

After I leave high school, I plan to:

1. Go to a 4 year college. yes no Where?_____
2. Go to a Jr. college. yes no Where?_____
3. Enter the armed services. yes no
4. Go to business school. yes no Where?_____
5. Go to a trade or vocational school. yes no Where?_____
6. Go to a beauty school. yes no Where?_____
7. Go to work. yes no Where?_____
   Doing what?_____

I expect to:

1. Pay for most of my own expenses after I leave high school by (1) working (2) scholarship (3) borrowing money.

2. Let my family pay for most of my expenses. yes no

Please indicate by checking in the proper column how much this school helped you in regard to each of the following:

	(1) A great deal	(2) some	(3) Little or none	(4) Uncertain
Use of spare time				
Meeting health needs				
Community involvement				
Meeting marriage and family needs				
Finding a job				
Getting along with others				
Preparing for post high school education				
Understanding interests and abilities				
Reading ability				
Use of good English				
Use of arithmetic skills				
Wise use of money				
Conducting business transactions				
Problem solving				

Give comments or suggestions for improving this school's program.

_____

_____

_____

Signature_____ Date_____

SAMPLE COUNSELING RECORD

School _____
Grade _____

Type of Interview Card:
1. Initial long range planning will likely include each or all of the other categories listed.
2. Occupational
3. Educational
4. Personal
5. Other (may include specific referrals and conferences with the referrals)

Name: Last, First, Middle	Type of Interview 1	2	3	4	5	Date	Planning Notes	Time per Student
Total Numbers:								

GUIDANCE DEPARTMENT--COMPOSITE RECORD OF INTERVIEWS

1974-1975

Grade	Type of Interview				
	A	B	C	D	E
7					
8					
9					
10					
11					
12					

Note: When listing the type of interview above, use one of the following classifications.

Major Classification:
- A. Educational
- B. Vocational
- C. Social
- D. Emotional
- E. Other

EDUCATIONAL PLAN SHEET

Name_____Date_____

Indicate which of the following courses you plan to follow:

College Preparatory_____Business_____Vocational_____

General_____

After high school, I plan to: Go to college_____

Go to work_____Military_____Business School_____

Nurse's training_____Vo-Tech School_____

Apprentice Training_____Other_____

Interest Areas: Vocational_____

Personal_____

Grade 7

_____
_____
_____
_____
_____

Grade 8

_____
_____
_____
_____
_____

Grade 9

_____
_____
_____
_____
_____

Grade 10

_____
_____
_____
_____
_____

Grade 11

_____
_____
_____
_____
_____

Grade 12

_____
_____
_____
_____
_____

What post-high school educational institution do you plan to enter?

First choice_____
Second choice_____
Third choice_____

Why have you chosen this institution?

_____
_____

What do you plan to study?_____

What special needs do you have concerning educational plans?

Physical_____
_____
Scholastic_____
_____
Social_____
_____
Financial_____
_____
Other_____
_____

Comments_____
_____

VOCATIONAL PLAN SHEET

Name_____ Date_____

Social Security Number_____

Work Experience:

Dates	Place	Short job description

Highest Interest Areas:
Vocational_____
Personal_____

Lowest Interest Areas:
Vocational_____
Personal_____

Kinds of Special Abilities: (Check one for each ability)

	Above Avg.	Avg.	Below Avg.
Artistic			
Musical			
Dramatic			
Mechanical			
Scientific			
Intellectual			
Creative			
Leadership			
Writing			
Physical			

Activities and/or Honors:

_____

_____

Aptitude Test Scores:
Name of Test_____
Form_____ Date_____ Norms_____
List Aptitude and Percentile Scores

_____

_____

Vocational Choice:
First_____
Second_____

54

What do you expect to do 10 years from now?_____

_____

What preparation for this work are you doing now?_____

_____

In the future?_____

_____

Special Needs:

Physical_____

Scholastic_____

Social_____

Financial_____

Other_____

Comments_____

_____

Activity 2.2: Advisory Councils

See Objective 5 for a discussion of this activity.

Activity 2.3: Career Development Center

The addition of a multi-media career development center was a favorable contribution to expanded group and individual guidance services. Schools with an existing learning resource center included the career development center as a part of the existing facility. In one instance the library included it as a part of its service--it was housed in the library and operated under the supervision of the project director. Another school located the center in the counselor's office area.

During the planning phase, schools with media centers were visited. Ideas concerning space requirements, inventories of materials and equipment, sources of materials, techniques of operation and locations of carrels were acquired. Consultations with teachers, librarians, and counselors provided suggestions for equipment and materials and for the organization and use of the center. It was possible for the vocational departments to build carrels as a part of the instructional program in some schools.

Visits from suppliers of career education materials provided opportunities to hear of techniques that had been successful as well as see materials that had been placed on the state adoption list. The committees found that the U. S. Department of Labor provided another excellent source for career development materials. After adequate consideration, the committees ordered those materials that most nearly met their objectives for career development and adjustment.

Arrangement of materials and placement of carrels were governed by the facilities available, the amount of materials and equipment, and the potential student involvement. In one school only one person had the responsibility for full-time operation of the center, while in another the responsibility had to be shared by the counseling staff.

Students were notified of the availability of the center through newspapers, assemblies, homerooms, and bulletin boards. Teachers were encouraged to bring classes to the center so that an overview of the operation could be explained. Special attention was given to those areas that would help meet the particular needs of each group. The media center operator was a resource for teachers and students selecting materials for regular classroom use. Selected students were taught to operate and care for the equipment and materials.

An essential function of the specialist in one school was to schedule, regulate, and motivate the use of the facility. Up-to-date checkout records helped determine which equipment and materials were most used. Provisions were made for the inspection and maintenance of equipment. Damaged equipment and materials were repaired or replaced as quickly as possible.

Card catalogs were maintained on instructional resources. The specialist served as a coordinator by developing files of community resource speakers and business and industrial field trip facilities.

The media specialist maintained four bulletin boards. Topics showing the importance of educational endeavors or the development of career choices were posted. A career bulletin board emphasizing four subject areas was changed monthly. One bulletin board announced dates of special tests, scholarship information and schedules of school representatives. The fourth bulletin board contained news clippings of the students and staff.

A listing of media center materials follow.

MEDIA CENTER MATERIALS

Hardware

cassette recorder
cassette sound filmstrip projector
headsets
lighted viewer
microfiche readers
movie projector
record player
slide projector

Filmstrips

A New Look at Home Economics Careers
A Job That Goes Someplace
An Overview of Technical Education
And They Lived Happily Ever After
Career Education Clusters
Careers in Beauty and Fitness
Careers in Fashion and Textile
Careers in Graphic Arts
Careers in Health Service
Careers in Materials Engineering: The Aerospace Age
Careers in Social Work
Choosing Your Career
Education for Occupations
Eve of Change
Evolution of Counter Culture
Focus on Creative Arts
Focus on the Professions
Focus on Small Business Owners
High School Course Selection and Your Career
Hospital Job Opportunities
How to Succeed in High School by Trying
Human Birth
Improving Your Study Skills
Job Attitudes: Trouble at Work
Job Attitudes: Why Work at All
Keys - Career Exploration
Personal Commitment: Where Do You Stand?
Personal Problems
Sexual Values in Society
Training for Your Career
Tune In
Understanding Your Parents
Venereal Disease: A Present Danger
Who Work at All?
World of Work
Your First Year in High School

Career Education Materials

Business Career Kits
Career Awareness Programs
Career Exploration Kits
College View Deck
Finding Your Job Series, Units 1 and 2
Occupational Cluster Posters
Occupational Microfile #200MF
Senior High Desk-Top Career Kit
Science Career Kits
Social Studies Careers Opportunities Box
The Job Box
Yellow Pages Career Library

Posters

Algebra in Occupations
Arithmetic in Occupations
Calculus in Occupations
Careers in Art
Careers for Good Speakers
Careers for Good Writers
Careers in Athletics
Careers in Home Economics
Careers in Music
Computers in Occupations
Geometry in Occupations
Fashion Careers
Getting a Job
Health Careers
How to Get Along with Others
Math in Science and Technology
Opportunities in Mathematics
Secretarial Careers
The World of Work
Trigonometry in Occupations

Books

Axelrod, Herbert R.	Axelrod's Tropical Fish Book
Bibby, D. L.	Your Future in the Electronic Computer Field
Biegeisen, J. I.	Career and Opportunities in Commercial Art
Brenner, B.	Careers and Opportunities in Fashion
Caroll, John M.	Careers and Opportunities in Electronics
Chandler, Caroline	Nursing as a Career
Chandler, Caroline	Nursing as a Profession

(Books, continued)

Cohn, Anglelo	Careers with Foreign Languages
Daby, Donald F.	Aim For a Job in the Building Trades
Dandridge, Dorthy	Acting as a Profession
Dodd, Ed	Careers for the 70's: Conservation
Dowell, Dorthy and Joseph	Your Career in Teaching
Dowell, Dorthy and Joseph	Your Career in the World of Travel
DuPre, Flint	Your Career in Federal Civil Service
Fanning, Odom	Opportunities in Environmental Careers
Fanning, Odon	Opportunities in Oceanographic Careers
Fischer, George L.	Your Career in Computers
Footlick, Jerrold K.	U.S. Occupations
Freese, Arthur	Careers and Opportunities in the Medical Sciences
Gaber, Norma	Your Future in Oceanography
Gelb, Richard L.	Your Future in Beauty Culture
Harter, Walter	Your Career in Unusual Occupations
Heiman, Gravel	Careers for Women in Uniform
Henle, Faye	Careers for the 70's: Securities
Hirshorn, Hans	Optometry as a Profession
Hirshorn, Hans	Your Future as an Optician
Ingoldsby, Patricia	The Executive Secretary
Jones, Candy	Modeling and Other Glamour Careers
Konzo, Seichi	Opportunities in Mechanical Engineering
Lee, Essie E.	Careers in the Health Field
Lembeds, Ruth	Teenage Jobs
Lens, Sidney	The Labor Wars from the Molly Maguires to the Sitdowns
Lovine, Sol	Your Future in Electronic Engineering
McDonnell, Virginia B.	Careers in Hotel Management
Millard, Reed	How Will We Meet the Energy Crisis?
Myers, Arthur B.	Careers for the 70's: Journalism
Noyes, N. B.	Your Future as a Secretary
Oakes, Vanya	Challenging Careers in the Library World
Paradis, A. A.	Jobs That Help Improve the Environment

(Books, continued)

Paul, Grace	Your Future in Medical Technology
Pollack, Philip	Careers and Opportunities in Science
Pond, John	Your Future in Personnel Work
Reinfeld, George	Opportunities in Graphic Communications
Reinfeld, George	Opportunities in Meteorology
Reynolds, Maria D.	Aim For a Job in the Medical Lab
Riser, Wayne H.	Your Future in Veterinary Medicine
Sarnoff, Paul	Careers in the Legal Profession
Seligsohn, I.	Your Career in Computer Programming
Splaver, Sara	Careers of the Future and Present
Splaver, Sara	Executive Careers for Women
Taylor, Dawson	Your Future in the Automotive Industry
Walker, John	Industrial Arts: Drafting
Wilinsby, Harriet	Careers and Opportunities in Retailing
Witzky, Herbert K.	Your Career in Hotels and Motels
Woodburn, John H.	Chemistry as a Profession
Woodburn, John H.	Opportunities in the Chemical Sciences

Activity 2.4: Mini Courses

Mini courses--instruction given for a short period of time--provided opportunities to experience activities and subjects not ordinarily available. Administrators, students, and teachers joined the project team in preparation for mini courses. Teachers and team members surveyed students for subject areas of greatest interest. Survey results provided possible offerings, and students were asked to pre-register for the courses of their choice. From pre-registration, courses were selected and teachers secured from the faculty, students, and community.

After the teacher had been selected and given time for preparation, a schedule of classes was developed. Classes met in areas conducive to the teaching of the particular topic--frequently in the community.

One approach was to devote one day per week in the English classes for a period of six weeks, culminating with a career day program. The vocational orientation program in one school had mini courses one day per week for the full year. One school found that survey results indicated too little interest in mini courses; therefore, they were not offered. In most instances, a great deal of difficulty was experienced in scheduling mini courses without disrupting the regular curriculum.

MINI COURSE SURVEY

The high school will be offering some mini courses beginning this year. Through participation in these courses, students may obtain knowledge and skills not ordinarily taught in public schools. The courses will be offered during activity period and will be only a few weeks in length. They will be taught by our teachers as well as other interested persons in the community. If you would like to take a short course in one of the following subject areas, please check in the appropriate space.

If you have suggestions for courses, please add them to the bottom of the list.

_____ Basic Fishing
_____ Knitting
_____ Cake Decorating
_____ Flower Arrangement
_____ Woodcarving
_____ Photography
_____ Interior Decorating
_____ Electricity
_____ Job Seeking Skills
_____ Creative Letter Writing
_____ Speed Reading
_____ Rock Collecting
_____ Stamp Collecting
_____ Classical Music Appreciation
_____ Art Appreciation
_____ Water Color Painting
_____ Bird Hunting
_____ Deer Hunting
_____ Wildlife Studies
_____ Famous Black Americans

_____ Judo
_____ Kung Fu
_____ Karate
_____ Wrestling
_____ Boxing
_____ World Religion
_____ Understanding Drug Abuse
_____ Understanding Alcholism
_____ Short Story Writing
_____ Group Counseling
_____ Basket Weaving
_____ Cooking Mexican Food
_____ Bicycle Repair
_____ Bargain Shopping
_____ Sliderule Operation
_____ Conducting Surveys
_____ Identifying Trees
_____ How to Study
_____ American Indians
_____ Bible
_____
_____
_____

Activity 2.5: Vocational and Educational Plan Sheets

See Activity 2.1 for a discussion of this activity.

Activity 2.6: Career Emphasis Days

The community became actively involved in helping the school disseminate occupational, educational, and personal information through career days/nights, college days/nights, small group discussions, classes, departments, and assemblies. A career day or night brought in community resource persons. Conferences were held simultaneously, and students were to attend the conference of their choice for a specified time. At the end of that time, they rotated to another conference. The same plan worked using college representatives for a college day or night.

Another approach was to bring resource persons to speak before a school or department assembly or a class. This was done frequently to give coverage to a larger number of careers or colleges. Classes and organizations invited community leaders into the school to participate in panels and symposiums.

As a first with most activities, the project team formed a committee for detailed planning. The committee included students and resource persons from previous career conferences when possible. Administrative permission and involvement was secured, as they determined the amount of time and money available. A leader was selected and committee responsibilities made. Radio, tv and newspaper, church bulletins, newsletters, and bulletin boards were used to publicize the event.

In some cases college days and career days were held separately; sometimes, the same day. Some schools preferred to hold the activities at night.

Occupations and colleges were surveyed with the committee attempting to maintain a balance between the professions and others. The number selected was dependent upon space, time allotments and availability of speakers. Students, faculty, advisory council, chamber of commerce managers, business and professional groups were asked to suggest speakers for the occasion. Invitations, including stamped, self-addressed envelopes were mailed to those selected.

Upon receipt of an acceptance, detailed information was forwarded concerning time, place and suggested areas of student interests--usefulness to others, duties, working conditions, general salary information, fringe benefits, educational training needed, advancement opportunities, etc.

An invitation to use the media center and other occupational files was extended.

Teachers were asked to survey, to help prepare an agenda, to make room assignments, and to serve as assistants to the resource speakers during the conferences. Students introduced speakers, served as guides, and helped make name tags, room signs, bulletin boards and decorations.

At the opening of the conference, the superintendent or his designate welcomed the group. Students and teachers helped greet, register and guide guests to their rooms. They also assisted in giving out name tags, setting up audio-visual aids and serving refreshments. Prior to the end of each session, the speaker was reminded of the time in order to allow adequate time for questions and social visiting. At the end of the conference, students helped put away all materials and equipment.

Letters of appreciation were mailed to the speakers as soon as possible after the conference--including a stamped, self-addressed envelope and an evaluation form. Students and teachers were also requested to fill out evaluation forms. All of these evaluations were tabulated with the idea of improving the next career conference.

CAREER DAY INFORMATION LETTER

March 26, 1974

Dear Career Representative:

We are planning our second Career Day since we have become a unified school. Our date is Thursday, April 25. We now have ample room for you to come as a group rather than individually as you have done in the past. Our new Career Education Annex has been completed and we feel you will be interested in seeing this. We hope that your school can be represented at this time.

We have a student body of almost 1,000 students--grades 10 through 12. Many of our young people have not attended a Career Day through the schools. If you can, we would like for you to bring visual aids such as brochures, posters, film or catalogs. If you want to bring students with you, especially someone from Lee County, we would enjoy having them, too. By your using these additional aids, we feel that the students can understand your institution better, learn where you are located and what you offer.

As several of you suggested last year, we have lengthened our sessions. Also the students are free to go to any session. We will ask you to close your door when you have 25 students.

8:45 to 9:25 ----Registration of Guests
9:25 to 10:25 ----Assembly
10:25 to 11:25 ----First Session
11:25 to 1:00 ----Second Session* (Lunch Period)
1:00 to 2:00 ----Third Session
2:00 to 3:00 ----Fourth Session

*We eat in four 28 minute shifts. These classes cannot be disturbed. You may talk to the class in whose room you have been assigned during this period. You are our guest for lunch.

The following points might be of interest to you: (1) Students from 10, 11, and 12 grades will be included in each session. (2) We have invited parents of all students to attend; however, we do not anticipate a large response. (3) Journalism students will sit in on the sessions to write reports for the school paper. (4) Please permit the assigned student to introduce you at the beginning of each session.

If we do not have the correct name and position of your representative, please let us know immediately. (5) IF YOU WILL NEED ANY SPECIAL EQUIPMENT, SUCH AS AN EXTENSION CORD, SCREEN, ETC., PLEASE LET US KNOW SO THAT WE CAN BE PREPARED FOR YOU. (6) Enclosed please find a list of information requested by students and faculty.

If you need additional information, please write or call if necessary. Our phone number is _____. We are looking forward to seeing you on April 25.

Sincerely,

Counselor

APB:sm

Enclosure

SUGGESTIONS FROM THE STUDENT BODY AND FACULTY

A. General Information:

1. Stress the need for studying the first week of school.
2. Tell the need to develop proper study habits while in high school.
3. Remind students that being away from home does not relieve one of supervision and regulation.
4. Need of some form of training beyond high school.

B. Definite information requested by students for all higher educational areas:

1. The expense per semester--tuition--out-of-state, books.
2. Opportunities for student employment.
3. Scholarships and loans and how to apply for them. CLEP. Summer sessions for Juniors.
4. Entrance examinations and orientation--ACT, College Board.
5. When to apply for admission.
6. Housing facilities.
7. Student activity programs--student government.
8. Religious activities.
9. Intramural sports.
10. Outstanding specialties of your institution.
11. Student-teacher ratio.
12. Qualifications of teachers in general.
13. Number of graduate students teaching.
14. ROTC - Band.
15. Minor sports as baseball and track - scholarships.
16. Night school - cost, part-time student.
17. If university, explain colleges and degrees offered.
18. If college, explain the type and its program.
19. High school foundation needed for admission.
20. Grade point average required for admission.
21. How to decide which college to attend.
22. High school grades needed to attend.

C. Armed Service Information:

1. Service or ROTC
2. Six months period - National Guard
3. Volunteer
4. Length of enlistment
5. Pay
6. Possible choice of type work
7. Opportunities for self-improvement, as schooling

8. Qualifications to fly
9. Retirement age and benefits
10. Promotions
11. Age to join
12. Military as a career
13. Jobs after school
14. Possible choice of base
15. Women's division -- age, marital status, overseas duty
16. Need of high school diploma

D. Business School:

1. Cost
2. Time
3. Age
4. Dorm facilities
5. Books
6. Scholarships
7. Work opportunities while student
8. Job placement
9. Qualifications
10. IBM Training

E. Beauty School:

1. Dorm facilities
2. Cost
3. Time
4. Books
5. Age
6. High school education necessary
7. Job placement

F. Health Careers:

1. Dorm facilities
2. Length of time
3. High school education needed
4. Books
5. Scholarships
6. Qualifications
7. Job placement

G. Vocational-Technical:

1. Course descriptions
2. Cost, loans, scholarships
3. Time of sessions
4. Dorm facilities
5. Job Opportunities

SURVEY OF IDEAS FOR COUNTY-WIDE CAREER DAY

Plans are being developed to conduct a county-wide career day activity. In order to make plans for this activity, we need your ideas.

Please check on the list below your first, second, and third choices of career orientation sessions you desire to attend.

_____Accounting, Business, Banking and related fields
_____Agriculture, Agri-business, Forestry and related fields
_____Aircraft Mechanics
_____Airline Hostess
_____Attorney
_____Auto Mechanics
_____Banking
_____Business Management
_____Coaching, Physical Education and related fields
_____Communications-related jobs (TV, Radio, etc.)
_____Data Processing
_____Dentist
_____Education - Teaching and related fields
_____Engineering
_____Hair Stylist
_____Home Economics - Dietetics and related fields
_____Journalism - Writing and related fields
_____Law Enforcement
_____Medical Doctors
_____Music - Music Education, Fine Arts and related fields
_____Nursing
_____Pharmacy
_____Recreation - Game Management and related fields
_____Religion - Social Work and related fields
_____Secretarial, Bookkeeping and related fields
_____Welding
_____Apprenticeship Trades - Carpenters, Plumbers, Electricians, etc.

Military Careers:

_____Army _____Air Force _____Navy _____Marines

Please check on the list below your first and second choices of the college, university or vocational school in which you are interested:

_____Arkansas Polytechnic College - Russellville
_____Arkansas State University - Jonesboro
_____Arkansas State University - Beebe
_____Business College - Little Rock

_____Henderson State University - Arkadelphia
_____Southern State College - Magnolia
_____University of Arkansas - Fayetteville
_____University of Arkansas - Little Rock
_____University of Arkansas - Monticello
_____University of Arkansas - Pine Bluff
_____University of Central Arkansas - Conway
_____Arkansas College - Batesville
_____Harding College - Searcy
_____Hendrix College - Conway
_____Ouachita Baptist University - Arkadelphia
_____Philander Smith College - Little Rock
_____Foothills Vocational Technical School - Searcy
_____Petit Jean Vocational Technical School - Morrilton
_____Southwest Technical Institute - Camden
_____Employment Security Division (For students wishing to go to work immediately after high school.)

EVALUATION OF CAREER DAY

Student responses to the following questions:

1. Was your knowledge of careers increased during Career Day?
   Yes_____ No_____
2. If yes, was your awareness of careers a result of the speakers, the library exhibit, or both?
   Speaker_____ Library_____ Both_____
3. Did you find the library exhibit worthwhile?
   Yes_____ No_____
4. Did you hear a speaker during Career Day?
   Yes_____ No_____
5. If yes, please indicate your opinion of the speaker's presentation.
   Very outstanding _____
   Very interesting _____
   Interesting _____
   Not very interesting _____
   Boring _____
6. Was Career Day successful?
   Yes_____
   No_____
7. How can Career Day be improved next year?

(Recorded below are some of the student's replies.)

1. By bringing more people to talk with students.
2. More speakers - More books on careers.
3. More career subjects.
4. By letting the students who want to, go out and observe the career they are interested in.
5. Have subjects they didn't have this year.
6. By having more class speakers.
7. The library exhibits were O.K., but they needed more information on some of the more familiar and interesting careers.
8. By doing away with it.
9. By having a speaker in every class or have a speaker for every subject--like English.
10. The speakers should be more interesting by discussing the problems you have to go through in order to conquer this field.
11. We should have speakers from colleges to speak on the different fields that may be of interest to the students.
12. By announcing the speakers in advance in case someone else may want to hear him or her, that is not in class, and can make arrangements to do so.
13. Have more fields in which to choose from.
14. By doing class bulletin boards, special reports, and discussions on different career possibilities.

15. Some of the rooms I was in wasn't even aware of Career Day.
16. Be more coordinated so the TV crew won't be so rushed.
17. Go into more detail.
18. I think that this could have been improved 100% if there had been more interest on the part of the teachers who could have shown how their courses relate to careers.
19. By having more articles on armed forces and other public works.
20. More speakers. A bigger variety of careers. More about things people will do, not things they'd like to do.
21. Career field trips would be both educational and refreshing.
22. There should not be any improvements.
23. More information, speakers or demonstrations on TV.
24. Have more exhibits in the halls.
25. By letting us go somewhere.
26. Well, since I hardly knew anything about the day and what activities were involved in it, maybe you need to get around to all of the classes (9-12).
27. People should be in the library to talk with us about careers we are interested in. I had some questions, but there was on one in the library for me to ask them.
28. I really think every school needs Career Education Week.
29. The display in the library was the best thing.
30. More speakers and maybe visitation to their job.
31. Should be longer.
32. Ask students to choose a category that they are interested in, then give presentations according to separate groups of students.
33. By letting interested students see workers on the job.
34. Having assemblies.
35. Have real exhibits - not pictures.
36. Have the counselors in the library to answer questions.
37. Have speakers who really know what they are talking about and can explain it well.
38. More films and more literature.
39. Just leave it the way it was last year.
40. In all 45 students stated that they would like to hear more speakers.

Objective 3: Developing the Ability to Identify Job Openings and Place Students

Activity 3.1: Planning

Community agencies, Employment Security, service clubs, Junior Auxillary and businesses and industrial leaders were consulted for imput for identifying job openings and placing students in employment.

Activity 3.2: Student Job File

When a student contacted the counselor or placement specialist concerning placement, an application form was filled out. Information for the form was gathered through personal interview, from student educational and vocational plan sheets, and from the counselor's records. Students were asked to name faculty members and other persons who could furnish employers with references when requested. They were asked to up-date the job file as they had a change in status or career choice.

Samples of these forms follow.

PLACEMENT APPLICATION

Date_____

Name_____Telephone No._____
Last First Middle

Social Security No._____Street Address_____

City_____State_____Zip Code_____Sex___Age_____

Birthdate_____Height_____Weight_____Relocate? YES NO

Transportation? YES NO Employment desired Full-time___
Part-time___

Special Courses_____ Skills_____
_____ _____
_____ _____

Previous Work Experience_____
Place of Business Name of Employer

_____
Place of Business Name of Employer

_____

(back side)

Duties performed in previous employment_____
_____

References_____
Name Address Telephone No.

_____
Name Address Telephone No.

Notes_____
_____
_____
_____

School Attendance
Good_____
Poor_____

_____
Interviewer

Activity 3.3: Employer Job File

Another aid to job placement was the development of an employer job file. The project team, ESD, and Junior Auxiliary conducted a community occupational survey and supplied other job opportunities information. Specific information was taken from the survey and other information sources and placed on an employer job file card. An example of the card follows.

EMPLOYER JOB FILE CARD

Date_____

Name of Firm_____Address_____

Phone_____Type of Business_____
(variety store, auto body shop)

Person to Interview_____Title_____

Job Title_____No. Needed_____

Age Requirements_____ Starting Pay_____

Hours Needed_____ Days Needed_____

Other Requirements_____

Referrals_____
Name Date Result

_____
Name Date Result

Activity 3.4: Placement

The community was further involved by helping with the placement service. The project team and advisory council in one school contacted the ESD office for assistance in this process. Office space was furnished at the school so that an ESD employee could work as time was made available by the ESD. Through Rural Manpower Services, ESD, a temporary interviewer intern worked 16 hours per week through June, 1975. The primary responsibility of the interviewer was to interview and take job applications of senior high students desiring local job opportunities. The interviewer did employer contacts and follow-ups on the students placed.

Students were taught to fill out job applications and to understand job requirements. The long-term goal is an extension of this service to the entire community.

In one school the ESD supplied job opportunity information and acted as a referral agent for employment seekers. In another school the local ESD manager supplied bank data on microfiche--for informative purposes only. In this case students could not make direct application but worked through ESD and the school placement service for employment. The school purchased microfiche readers for this use in their media centers.

Another high school employed a full-time director to operate the placement service. Students were oriented to the placement service through teachers, assemblies, school media, and interviews. At the same time a community publicity campaign using radio, newspapers, civic group talks, and personal contact with business and industry personnel was conducted. A brochure was developed and distributed to both school and community.

In another instance, the project team operated the placement service. The process was the same. An employer job file was developed through personal contacts and phone calls. Employers without vacancies who expressed interest in future participation were noted on the employers job file.

The placement director, intern and team members took job orders from employers and screened students from the student job file to secure good prospects for the positions. Through personal interviews and student vocational and educational plan sheets, student characteristics were matched with an employer need to insure job placement satisfaction. Students were placed in jobs that helped develop skills, work attitudes and experiences relating to their career aspirations.

Upon completion of the screening process, two or more students were referred for interview if the employer requested more

than one applicant. Application forms and resumeś were mailed upon request.

Guidelines were given to the students regarding how to make appointments, behavior during an interview, types of questions that might be asked, etc. The student was asked to report back after the job interview so that a follow-up concerning the experience was recorded. Employers were asked to evaluate the employees skills and attitudes. Examples of forms follow:

JOB SURVEY LETTER

March 5, 1975

Dear Employer:

The _____High School Job Placement Service in conjunction with the Expanded Guidance Service and Next Step Placement Project team is conducting a local job survey to help identify employment opportunities for graduating seniors and students who need part-time employment.

Productive citizenship is a primary objective of our school. More and more of our graduating seniors are seeking full-time employment upon completion of their secondary education. In addition, many of our students need part-time employment to fulfill financial and educational needs.

During the last few years the secondary curriculum has been greatly expanded to include courses that will give students specific job skills and employability training. The students that have pursued these course offerings have acquired the basic job skills. They only need the experience acquired in actual employment to become productive workers.

Your cooperation in completing the enclosed form will be greatly appreciated. Even more, your cooperation in exploring with us the possibilities of providing employment for our local students will help us to provide these students with full-time, appropriate employment in local industry.

Sincerely yours,

Superintendent

bg

Enclosure

SURVEY OF JOB OPPORTUNITIES FOR STUDENTS AND GRADUATING SENIORS

Kind of business _____ Date _____
Name of Firm _____ Address _____
How many full-time employees do you have? _____ Part-time? _____
Have you ever employed high school students? Yes _____ No _____

How many employed requiring following skills:

	Number Employed	Estimated Replacement Next 6 Months	Would You Hire Graduating Senior	Would You Hire Student 15-20 Hrs.
Secretarial	_____	_____	Yes__ No__	Yes__ No__
Automatic Typewriters	_____	_____	Yes__ No__	Yes__ No__
Shorthand/Machine Dictation (Specify)	_____	_____	Yes__ No__	Yes__ No__
Accounting (Bookkeeping)	_____	_____	Yes__ No__	Yes__ No__
General Clerical	_____	_____	Yes__ No__	Yes__ No__
Receptionist/PBX	_____	_____	Yes__ No__	Yes__ No__
Health Occupations (Specify)				
_____	_____	_____	Yes__ No__	Yes__ No__
_____	_____	_____	Yes__ No__	Yes__ No__
Dental Assistant	_____	_____	Yes__ No__	Yes__ No__
Sales Clerk	_____	_____	Yes__ No__	Yes__ No__
Stock Worker	_____	_____	Yes__ No__	Yes__ No__
Food Service Counter Worker	_____	_____	Yes__ No__	Yes__ No__
Dishwasher	_____	_____	Yes__ No__	Yes__ No__
Short-order Cook	_____	_____	Yes__ No__	Yes__ No__
Delivery Service	_____	_____	Yes__ No__	Yes__ No__
Child Care	_____	_____	Yes__ No__	Yes__ No__
Custodial	_____	_____	Yes__ No__	Yes__ No__
Factory Production Worker (Specify)				
_____	_____	_____	Yes__ No__	Yes__ No__
_____	_____	_____	Yes__ No__	Yes__ No__

74

(SURVEY, continued)

	Number Employed	Estimated Replacement Next 6 Months	Would You Hire Graduating Senior	Would You Hire Student 15-20 Hrs.
Mechanical (Specify)				
_____	_____	_____	Yes__ No__	Yes__ No__
_____	_____	_____	Yes__ No__	Yes__ No__
_____	_____	_____	Yes__ No__	Yes__ No__
Auto Mechanics	_____	_____	Yes__ No__	Yes__ No__
Construction (Specify)				
_____	_____	_____	Yes__ No__	Yes__ No__
_____	_____	_____	Yes__ No__	Yes__ No__
Electrical (Specify)				
_____	_____	_____	Yes__ No__	Yes__ No__
_____	_____	_____	Yes__ No__	Yes__ No__
Drafting	_____	_____	Yes__ No__	Yes__ No__
Other Technical (Specify)	_____	_____	Yes__ No__	Yes__ No__
_____	_____	_____	Yes__ No__	Yes__ No__
Other (Specify)				
_____	_____	_____	Yes__ No__	Yes__ No__
_____	_____	_____	Yes__ No__	Yes__ No__

Comments _____

_____

_____
Signed

_____
Title

(Left half of page)

JOB PLACEMENT INFORMATION

Grade Date of Appl.	Name of Student last, first, mid	Birth Date	Soc.Sec.No.	Parent/Guard Name, Address	Phone

(Right half of page)

Referral Source	Voc. Sub.	Act. ion	Place of Employ.	Name of Supv.	Date Beg.	Date End	Reason for Termination Comments

EMPLOYER JOB PLACEMENT FOLLOW-UP

Mr. Employer:

Please check the appropriate boxes for
Mr._____ Miss_____ _____

If he-she is no longer employed by you, please check the section below:
No longer employed_____ Laid off_____
Fired_____ Quit_____

If released, please check the section below:
Poor work habits_____ Attitude_____
Attendance_____ Appearance_____

(You may check more than one of the above.)
ALL INFORMATION WILL BE KEPT CONFIDENTIAL

If still employed or no longer employed, please check below:
(1. poor, 2. below average, 3. average, 4. above average, 5. excellent)

Appearance	1._____	2._____	3._____	4._____	5._____
Attitude	1._____	2._____	3._____	4._____	5._____
Attendance	1._____	2._____	3._____	4._____	5._____

Would you like us to contact you?_____
Comments_____
_____

Do you plan to hire in the near future?	Yes_____	No_____
Would you hire a high school graduate?	Yes_____	No_____
Would you hire a school dropout?	Yes_____	No_____
Would you be interested in a school work study program?	Yes_____	No_____

Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your co-operation will help us achieve that goal.

Shadowing

Shadowing is a newer way to gain insight into the world of work. When shadowing, a student visits with a businessman, worker, or a professional person for a day where he observes, asks questions and if permitted, performs some of the work. In some schools a telephone survey was made of the community to determine which businesses, industries, or professions would allow students to "shadow" them. In other schools contact was made after a student expressed a desire to shadow at a particular firm. The conditions under which students could shadow were obtained and explained carefully before each shadowing experience.

Upon filling out a shadowing application, students were interviewed by the director or other team member. If the interviewer felt that the person was ready for the shadowing experience, that is--he knew what it was about, what job he would like to shadow, and why he was doing it--arrangements were made for an appropriate day. Parents gave written permission and provided transportation and meals. An experience evaluation was made by both the student and the shadowed person.

APPLICATION TO SHADOW

Name_____ Date_____
Name of Firm_____ Name of Person_____
Job Title_____

Parent's Permission_____
(Signature)

Teacher's Signatures
- Period 1_____
- Period 2_____
- Period 3_____
- Period 4_____
- Period 5_____
- Period 6_____

Conditions for Shadowing
- Time to Arrive_____
- Person to See First_____
- Dress or Equipment Required_____
- Other Information_____

SHADOWING FOLLOW-UP

Name_____ Date Shadowed_____
Firm_____ Person Shadowed_____
Job Title_____

Describe the Shadowing Experience:

_____
_____
_____

What New Information Did You Learn?

_____
_____
_____

List the Advantages and Disadvantages That You Found.

_____
_____
_____

Do You Think You Would Like To Make This Job A Career?_____
Explain._____
_____

What Would You Suggest For Others Who Might Want To Shadow This Person?_____
_____

Other Comments._____
_____

Objective 4: Follow-up Services

Activities 4.1,2,3: Planning Follow-up and Informing Students of Services

Improvement and expansion of follow-up services were undertaken by the four schools with project team members assuming the major responsibilities. Assistance was secured from other faculty, students and advisory committee members. The major purposes of the follow-up were to determine the effectiveness of the total program, to modify curricular offerings and guidance services, to decide services most helpful to students, to determine future school services and to gather educational and occupational data about exited students.

Individual and group interviews to receive student imput to the follow-up process and to inform them of tentative post-graduation follow-up services were held. Students were told the importance of the activity and were urged to respond when contacted. They were promised additional information about these services at orientation sessions and in publicity activities.

Next, instruments to gather and compile data were constructed or adapted for local use. Current addresses of school graduates and drop-outs were obtained through school records and visits to classes. Permanent post-school addresses were secured.

Plans were made to notify the students and community that a follow-up study was to be conducted. The news media cooperated by announcements on the radio and in the newspapers. Notices were placed on bulletin boards, and teachers were asked to make announcements in their classrooms.

Activity 4.4: Follow-up Services Initiated

Surveys were conducted according to plans presented in previous activities. (See Activity 2.1.)

FOLLOW-UP SURVEY

To: Former Students
From: The School-Community Coordinator

I am attempting to determine the effectiveness of our instructional program and how it helped you after leaving high school. Please complete the questionnaire below and return it to me at your earliest convenience. I will appreciate your help in this evaluation. Thank you.

1. Are you (please check one)
   (1)_____Single
   (2)_____Married
   (3)_____Divorced or separated
   (4)_____Widowed

   _____Number of children?

2. What are you doing? (Please check one or more.)
   (1)_____Working for pay Full-time_____Part-time_____
   (2)_____In school Full-time_____Part-time_____
   (3)_____Housewife
   (4)_____Self-employed
   (5)_____In armed forces
   (6)_____Not working; looking for a job
   (7)_____Not working; not looking for a job
   (8)_____Other (please describe)_____

3. Please list below any additional education you have had since leaving school

Name of School	Course of Study	Date Entered	Months Spent	Diploma, Degree, etc.

Please indicate by checking in the proper column how much our school helped you in regard to each of the following:

	(1) a great deal	(2) some	(3) little or none	(4) uncertain
1. Meeting health needs				
2. Meeting family life needs				
3. Use of spare time				
4. Community involvement				
5. Post high school education				
6. Understanding interests and abilities				

	(1) a great deal	(2) some	(3) little or none	uncertain
7. Getting along with others	_____	_____	_____	_____
8. Finding a job	_____	_____	_____	_____
9. Conducting business transactions	_____	_____	_____	_____
10. Wise use of money	_____	_____	_____	_____
11. Problem solving	_____	_____	_____	_____
12. Reading ability	_____	_____	_____	_____
13. Use of good English	_____	_____	_____	_____
14. Use of arithmetic skills	_____	_____	_____	_____

Give comments or suggestions for improving this school's program.

_____

_____

_____

Signature_____Date_____

Objective 5: Community Involvement

Activity 5.1: Advisory Councils

Advisory councils were organized to meet student needs and to secure greater community involvement. Selection of the advisory council members was done with great care. Informal surveying of the administrators, teachers, librarians, counselors, and members of other committees uncovered potential leadership. Community organizations such as the Chamber of Commerce, service clubs, newspapers, telephone book and service directories were valuable. Recommendations of leaders in the business, industrial and professional communities were sought in order to find the most valuable resource persons.

Some points considered when selecting members follow: (1) Were they interested in serving and willing to donate their time? (2) Would their experience and familiarity with the community, school and world of work add to the effectiveness of their service? (3) Could they express themselves as well as listen to the ideas of others? (4) Would they help to promote a smoother community-school relationship?

A representative cross-section of the community included laborers, managers, technicians, businessmen, professionals, parents, retired persons, board members, farmers, teachers, recent graduates, students and drop-outs. Labor and management and male and female were represented. The number of members of the council depended upon the size of the community and scope of their duties.

Personal visits, letters and phone calls were used to acquaint potential members of the purposes, expectations, benefits and general duties of the council. Candidates were assured that the school would provide leadership and facilities to make the fullest use of their time and expertise.

When an individual had accepted the responsibility of this council, the planning committee chairman wrote a letter of appointment expressing full approval of his selection by the board and administration. The letter included time, place and a short overview of the first meeting.

The organizational meeting was important in securing and maintaining interest and support from the membership. A member of the planning committee served as temporary chairman. Administrators and board members used this opportunity to welcome the committee and show their interest, enthusiasm and support. The philosophy and objectives of the school and the counseling program were reviewed, along with a more detailed overview of the program, the purposes, and probable function of the council.

It was recommended that officers elected at the first meeting include a chairman, secretary, and program chairman. Consideration for subsequent meetings involved place, date, time, length, and refreshments. Meetings began and ended on time. Following the informal agenda allowed for presentation of information, discussion, decision making and suggestions for implementation of decisions. For subsequent meetings, written agenda and minutes of the previous meetings were most helpful when placed in the hands of the members prior to the meeting.

The function of the committee was to act in an advisory capacity in the development and implementation of programs and curricula; however, they actually helped carry out some of their suggestions.

Examples of the advisory council functions follow: (1) assisted in making surveys and developing activities to meet those needs; (2) served as liason between school and community; (3) located resource persons to help in career days; (4) assisted in public relation activities; (5) aided in securing cooperation from Employment Security Division (ESD) in the placement process; (6) helped in relating instructions to community needs; and (7) implemented a student loan program for operating part-time businesses.

A sample letter sent to an advisory board, an agenda for a meeting, and minutes of one meeting follow.

LETTER SENT TO THE ADVISORY BOARD

September 19, 1974

Dear Sir

This is just a reminder of our Advisory Board meeting of the Pilot Guidance Project on September 25 at 2 p.m. at the Senior High School. The meeting will be in my room which is 101.

We do truly appreciate your interest and concern by accepting membership on this committee. We feel that your ideas and thoughts concerning our school and community needs will be invaluable.

Sincerely

Chairman

bg

ADVISORY BOARD MEETING

September 25, 1974

The Advisory Board met for their first meeting Wednesday, September 25, at 2 p.m. in the media center at the high school. Each of the 12 members who attended were given folders with the agenda, the surveys from the 9th and 12th grades, and the in-service program for the teachers as well as their responses to the questionnaire. Folders containing these materials will be given to the members who are absent. The program narrative will be given to the members before the next meeting.

Before the meeting, students in the Guidance Department served refreshments. After refreshments and introductions, the School-Community Coordinator gave the four major purposes of the project, "A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up." The major goals are:

1. to develop and implement dynamic group and individual guidance services,

2. to develop and implement a viable placement service,

3. to develop and implement follow-up services for those students who have exited from the school system, and

4. to involve the community in the planning and operation of the expanded services.

Since it was an organizational meeting, the Chairman with the assistance of the other team members, gave a more detailed presentation of the agenda.

Brief comments of Item III, Overview of Current Activities, were:

1. Team members speaking at civic groups to discuss the project.

2. Review of the project in the Courier Index.

3. Explanation of the total Career Education program with specific emphasis on GCE and Orientation classes.

4. Discussion of the media center and its use.

5. Tabulation of 9tn and 12th grade surveys.

6. Tabulation of the questionnaires and in-service training program of junior and senior high school teachers.

7. Participation of the team at the quarterly workshop in Russellville.

8. Explanation of the coordinator's visit to the Employment Security Division in Forrest City and their agreeing to administer the GATB as well as providing a list of the businesses in the county to use for the job survey.

Item IV, Future Plans, was discussed and explained.

1. Job survey and what qualifications the employers expect.

2. Follow-up study of 1974 graduates as to the relevancy of their schooling and post high school experiences.

3. The use of resource people in the classroom.

4. Placement services and shadowing.

5. Mini courses such as: Physical Fitness, Income Tax Study, Bridge, Coin Collecting, etc.

6. Field trips.

7. Career days.

After the explanation of the various areas of the project, the Chairman asked for questions and comments. All present expressed an interest in the program, and a good discussion followed concerning the present and future plans of the program and committee.

The next meeting was set for October 23 at 2 p.m. Appreciation was expressed to each member for his interest and attendance.

The meeting was adjourned.

ADVISORY COMMITTEE REPORT

Date of Meeting March 4, 1975

Meeting Place Holiday Inn

Purpose of Meeting Job opportunities, follow-up services, public relations

Members Attending (each individual listed)

Business Transacted: Each member of the project team described to the committee members their function as a team member. We showed the committee our letters and survey form on the up-coming job survey and received advice on follow-up techniques.

Recommendations Made: The committee recommended that the job survey be mailed to personnel managers rather than addressed just to the company. They also recommended that we present programs to local civic groups to promote job placement.

Project Director

School

Activity 5.2: Community Involvement

The project director in each school was responsible for securing persons to serve on committees as resource speakers and as hosts on field trips, to provide work experiences, to teach mini courses and to provide shadowing experiences. In some cases this responsibility was delegated to various project team members as well as other school personnel.

One school used the Chamber of Commerce newsletter to solicit resource persons. Project team members gave talks at local service clubs where appeals were made. Individual contacts were made at other times. The Advisory Council sought community involvement. Perhaps more contacts were made by the telephone than any other one method. A form was used to record information on each one contacted and then filed for future use. Students and teachers supplied names of those whom they would like to have visit their classes. From all these contacts, a master list of resource persons was compiled for each school. Sample data forms follow.

COMMUNITY RESOURCE PERSONS

Name_____
Address_____ Phone_____
Firm_____

Type of Involvement:
Serve on Committees_____
Committee Preference_____

Resource Speaker_____
Subject_____
Grade or Class_____

Host on Field Trips_____

Shadowing_____

Donate Materials_____
Kind_____
Amount_____

Previous Work Experience_____

Teach Mini Course_____
Subject_____

Other_____

DATA SUMMARY FORM FOR COMMUNITY INVOLVEMENT

School _____

Type of Involvement	Number of Persons and Groups	
	Persons	Groups
Serve on Committees	_____	_____
Resource Speakers	_____	_____
Host for Field Trips	_____	_____
Donated Materials	_____	_____
Provided Work Experience	_____	_____
Mini Courses	_____	_____
Shadowing	_____	_____
Totals	_____	_____

Activity 5.3: Advisory Council--Frequency of Meetings

Advisory Councils were requested to hold quarterly meetings; however, some schools found that monthly meetings were more productive. For these councils, greater community involvement and better public relations were secured with monthly meetings.

MAR 2 1976

EVALUATION REPORT

Grant Number: OEG-0-74-1748
Project Number: V0109VZ

A Unified School-Community Approach to Remodel Guidance Services And Expand Next Step Placement and Follow Up

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Dr. Lawrence H. Roberts
Educational Planning and Evaluation Services
P. O. Box 689
Magnolia, Arkansas 71753

February 23, 1976

TABLE OF CONTENTS

Page

TITLE PAGE i

TABLE OF CONTENTS ii

I. BACKGROUND INFORMATION 1

II. PROGRAM GOALS AND OBJECTIVES 2

A. Overall Program Goals 2
B. Performance Objectives 3

III. LOCALE 4

A. Cabot 4
B. Camden 5
C. Fayetteville 6
D. Marianna 7

IV. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES 9

A. Personnel Variables 9
1. Students 9
2. Teachers 12
3. Administrators - State, Local School, and Project 14
4. Consultants 19

B. Process Variables 19
1. Organization 19
2. Program Activities 20

V. PLANNED EVALUATION DESIGN 23

VI. EVALUATION FINDINGS 23

A. Evaluation of Performance Objectives 23
B. Evaluation of Program Activities 30

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 50

A. Summary of Findings 50
B. Conclusions 51
C. Recommendations 52

APPENDIX

Evaluation Design Summary Charts

I. BACKGROUND INFORMATION

Key personnel in the State Education Agency, in the Program Planning, Evaluation, Research, and Exemplary Section of the Division of Vocational, Technical, and Adult Education and of Guidance Services of the Division of Instructional Services, recognized that schools have a need for a comprehensive guidance, counseling, placement, and follow-up program for all secondary school students. The Expanded Guidance project was conceived and planned to develop a model program to meet this need.

When the decision was made to make an application for a research project in Vocational Education under Part C of Public Law 90-576, it seemed logical to consider a multi-school approach, with one model site in each region of the state. Criteria were developed for use in the selection of participating schools, requiring each school to have a counseling program, a prevocational guidance program, and a minimum of three occupational education programs, including a cooperative program that meets the standards for the State Plan for Vocational Education. Twenty-three schools met the established criteria and letters of invitation to submit applications were sent to these schools. A selection committee reviewed the applications and recommended approval of four schools to participate in the project. The schools selected were Cabot, Camden, Fayetteville, and Marianna. Project team members were identified in each school and letters of assignments and acceptance were sent and received.

The project was funded for a period of 18 months, from July 1, 1974 through December 31, 1975.

II. PROGRAM GOALS AND OBJECTIVES

A. Overall Program Goals

The overall purpose of this project was to develop and implement, in selected schools, a school-community based guidance, counseling, placement, and follow-up program. The project was designed to expand current guidance and counseling services provided students. More specifically, the goals of this project were:

1. to develop and implement dynamic group and individual guidance services,
2. to develop and implement an active placement service,
3. to develop and implement follow-up services for those students who have exited from the school system, and
4. to involve the community in the planning and operation of the expanded services.

It was anticipated that the newly structured and oriented services would result in the better ordering of priority needs and focus on procedures for utilizing employment information, exploring alternative work experience activities in the community, and providing placement in next-step services for all students. The results and benefits to be derived from this comprehensive program were:

1. A model plan of action which can be observed and transported to other schools interested in expanding the services for all students.
2. Improved methods and techniques in providing information for students to use in career planning.

3. A workable placement-in-next-step component to assist students in obtaining initial employment and/or further training.
4. A set of follow-up services to assist students in adjusting and advancing in their next-step position.
5. A closer linkage between the school and community.

B. Performance Objectives

The performance objectives of the project were stated as follows:

1. The SEA will help set up a model school-community based program in guidance, counseling, placement, and follow-up services in four selected schools in Arkansas. It is expected that the participating schools will achieve at least 75 percent of their project objectives as evidenced by the end-of-project evaluation reports.
2. By the end of the project, students in grades 7-12 will respond favorably to the expanded group and individual guidance services as indicated by a feedback questionnaire. It is expected that at least 70 percent of the responses will be favorable.
3. The project team, in conjunction with other school and community personnel, will demonstrate ability to identify job openings and place students in employment or further training as indicated by the percent of students they help place in the next-step. It is expected that 90 percent of the students who exit will be placed in a job or further education preparation.
4. The project team will demonstrate their ability to provide follow-up services to students who have exited as indicated by the percent of exiting students contacted and served. It

is expected that at least 80 percent of those students exiting in 1974-75 will be contacted by the project team and that 30 percent will be active participants in the follow-up services offered after placement.

5. The community will demonstrate interest in fulfilling student needs as indicated by the amount of involvement with the school. It is expected that at least 5 community groups and 20 different individuals will be involved by (a) serving on committees, (b) being resource speakers, (c) acting as host to students in field trips and shadowing, (d) developing or donating occupational materials, and (e) providing alternative work experiences.

III. LOCALE

Since the Expanded Guidance project involved four different school districts, a brief description is given of each of the participating schools. (See map on page 8.)

A. Cabot

Cabot is a town of 2,900 population, located in central Arkansas, in Lonoke County. The school district includes 184 square miles, which is 23 percent of the area of the county. The average daily attendance for the 1973-74 school year was 2,643, or 39 percent of the average daily attendance of all the schools in Lonoke County.

The assessed valuation of the district in 1973 was $9,834,390, and the school tax was 46 mills in 1973. The tax was increased to 50 mills in 1974. The average per pupil expenditure during the 1974-75 school year was approximately $556.

A total of 101 teachers was employed by the district in 1973-74. This number is 35 percent of the teachers in all of the districts in the county, compared to 39 percent of the county's ADA in the Cabot District. The average classroom teacher's salary for 1973-74 was $7,760, compared to an average of $7,674 for all of the teachers in the county, and $7,820 for all classroom teachers' in Arkansas.

During the 1973-74 school year, the ESEA Title I allotment for this district was $119,480, which is 26 percent of the allotment for all of the schools in Lonoke County.

More complete information on the students, teachers, and administrators is given in Section IV, below.

B. Camden

Camden is a town of 16,000 population, located in south central Arkansas, in Ouachita County. The school district includes 40 square miles, which is 5 percent of the area of the county. The average daily attendance for the 1973-74 school year was 2,451, or 38 percent of the average daily attendance of all the schools in Ouachita County.

The assessed valuation of the district in 1973 was $15,874,370, and the school tax was 50 mills in 1973. The tax was increased to 58 mills in 1974. The average per pupil expenditure during the 1974-75 school year was approximately $666.

A total of 111 teachers was employed by the district in 1973-74. This number is 36 percent of the teachers in all of the districts

in the county, compared to 38 percent of the county's ADA in the Camden District. The average classroom teacher's salary for 1973-74 was $8,119, compared to an average of $7,986 for all of the teachers in the county, and $7,820 for all classroom teachers in Arkansas.

During the 1973-74 school year, the ESEA Title I allotment for this district was $193,370, which is 43 percent of the allotment for all of the schools in Ouachita County.

More complete information on the students, teachers, and administrators is given in Section IV, below.

C. Fayetteville

Fayetteville is a town of 31,900 population, located in northwestern Arkansas, in Washington County. The school district includes 114 square miles, which is 12 percent of the area of the county. The average daily attendance for the 1973-74 school year was 5,163, or 32 percent of the average daily attendance of all the schools in Washington County.

The assessed valuation of the district in 1973 was $48,215,435, and the school tax was 55 mills in 1973 and 1974. The average per pupil expenditure during the 1974-75 school year was approximately $809.

A total of 271 teachers was employed by the district in 1973-74. This number is 34 percent of the teachers in all of the districts in the county, compared to 32 percent of the county's ADA in the Fayetteville District. The average classroom teacher's salary for

1973-74 was $7,928, compared to an average of $7,317 for all of the teachers in the county, and $7,820 for all classroom teachers in Arkansas.

During the 1973-74 school year, the ESEA Title I allotment for this district was $92,544, which is 32 percent of the allotment for all of the schools in Washington County.

More complete information on the students, teachers, and administrators is given in Section IV, below.

D. Marianna

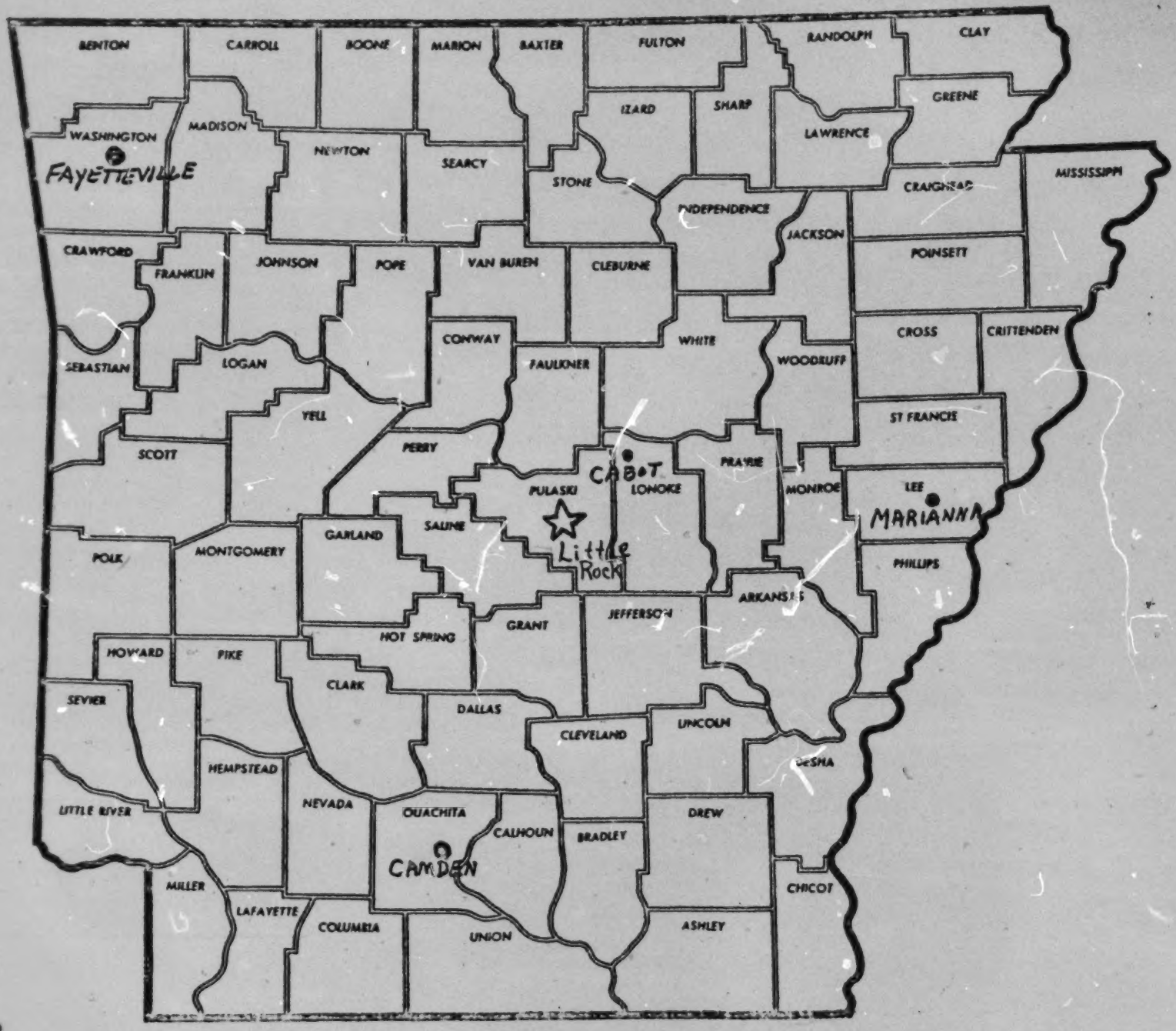
Marianna is a town of 6,200 population, located in east central Arkansas, in Lee County. The school district includes 611 square miles, which is the entire area of the county; Marianna is a consolidated district. The average daily attendance for the 1973-74 school year was 4,375.

The assessed valuation of the district in 1973 was $19,432,850, and the school tax was 44 mills in 1973 and 1974. The average per pupil expenditure during the 1974-75 school year was approximately $719.

A total of 193 teachers was employed by the district in 1973-74. The average classroom teacher's salary for 1973-74 was $8,306, compared to an average of $7,820 for all classroom teachers in Arkansas.

During the 1973-74 school year, the ESEA Title I allotment for this district was $747,937.

More complete information on the students, teachers, and administrators is given in Section IV, below.


BENTON
CARROLL
BOONE
MARION
BAXTER
FULTON
RANDOLPH
CLAY
WASHINGTON
FAYETTEVILLE
MADISON
NEWTON
SEARCY
IZARD
SHARP
GREENE
LAWRENCE
STONE
INDEPENDENCE
CRAIGHEAD
MISSISSIPPI
JACKSON
CRAWFORD
FRANKLIN
JOHNSON
POPE
VAN BUREN
CLEBURNE
POINSETT
CONWAY
WHITE
CROSS
CRITTENDEN
SEBASTIAN
LOGAN
FAULKNER
WOODRUFF
YELL
ST FRANCIS
SCOTT
PERRY
CABOT
PRAIRIE
PULASKI
LONOKE
MONROE
LEE
MARIANNA
SALINE
GARLAND
Little Rock
POLK
MONTGOMERY
PHILLIPS
ARKANSAS
JEFFERSON
GRANT
HOT SPRING
HOWARD
PIKE
CLARK
SEVIER
DALLAS
CLEVELAND
LINCOLN
DESHA
HEMPSTEAD
LITTLE RIVER
NEVADA
OUACHITA
CALHOUN
BRADLEY
DREW
CAMDEN
MILLER
LAFAYETTE
COLUMBIA
UNION
ASHLEY
CHICOT

112

113

IV. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

The program variables consist of the personnel involved in the program, the processes by which the program activities were implemented and operated, and the behavioral changes produced in the participants. These variables are described in this section.

A. The Personnel Variables

The personnel involved in the project include the students, teachers, school administrators, project team members, consultants, and State Department of Education personnel.

1. Students. The students involved in the Expanded Guidance project were students in grades 7-12 in the following schools: Cabot, Camden, Fayetteville, and Marianna. Table 1 presents information about the number and characteristics of the students in all four schools.

Table 1: DESCRIPTIVE CHARACTERISTICS OF THE STUDENTS, GRADES 7-12, IN THE FOUR SCHOOLS INVOLVED IN THE PROGRAM

School	Sex				Race				Total Number of Students
	Boys		Girls		Black		White		
	No.	%	No.	%	No.	%	No.	%	
Cabot	811	52	761	48	--	--	1,572	100	1,572
Camden	630	55	520	45	655	57	495	43	1,150
Fayetteville	1,567	52	1,420	48	66	2	2,921	98	2,987
Marianna	1,015	54	868	46	1,472	78	*411	22	1,883
TOTAL:	4,023	53	3,569	47	2,193	29	5,399	71	7,592

*Includes 7 "other"

Tables 2 through 5 present more detailed information about the students from each school separately.

Table 2: THE NUMBER OF STUDENTS, BY SEX AND RACE, IN GRADES 7-12 AT CABOT

Building or Campus	Grade	Number of Students			
		Boys	Girls	Black	White
Middle School	7	158	128	--	286
	8	151	144	--	295
High School	9	156	124	--	280
	10	123	142	--	265
	11	129	125	--	254
	12	79	93	--	172
	Spec. Ed.	15	5	--	20
TOTAL		811	761	--	1,572

Table 3: THE NUMBER OF STUDENTS, BY SEX AND RACE, IN GRADES 7-12 AT CAMDEN

Building or Campus	Grade	Number of Students			
		Boys	Girls	Black	White
Senior High School	9	109	100	121	88
	10	100	88	94	94
	11	85	82	97	70
	12	100	81	106	75
Non-Graded		18	1	19	---
Junior High	7	114	86	115	85
	8	104	82	103	83
TOTAL		630	520	655	495

Table 4: THE NUMBER OF STUDENTS, BY SEX AND RACE, IN GRADES 7-12 AT FAYETTEVILLE

Building or Campus	Grade	Number of Students			
		Boys	Girls	Black	White
East Campus	10	214	230	9	435
	11	205	199	11	393
	12	170	164	11	323
West Campus	10	69	21	--	90
	11	84	26	--	110
	12	61	30	--	91
Woodland Jr. High	7	110	129	4	235
	8	135	121	6	251
	9	126	136	7	255
Ramay Jr. High	7	143	113	5	251
	8	135	116	3	248
	9	114	135	10	239
TOTAL		1,567	1,420	66	2,921

Table 5: THE NUMBER OF STUDENTS, BY SEX AND RACE, IN GRADES 7-12 AT MARIANNA

Building or Campus	Grade	Number of Students				
		Boys	Girls	Black	White	Other
Strong Middle	7	208	154	242	120	-
Strong Jr. High	8	204	189	307	84	2
Futrall	9	183	177	283	77	-
Lee	10	237	185	352	68	2
Lee	11	106	82	157	29	2
Lee	12	77	81	131	26	1
TOTAL		1,015	868	1,472	404	7

2. Teachers. There were a total of 414 teachers involved in the Expanded Guidance project in the four schools. Table 6 gives information about the teachers in all four schools.

Table 6: DESCRIPTIVE CHARACTERISTICS OF THE TEACHERS IN THE FOUR SCHOOLS INVOLVED IN THE PROGRAM

School	Sex				Race				Total Number of Teachers
	Male		Female		Black		White		
	No.	%	No.	%	No.	%	No.	%	
Cabot	20	31	45	69	--	--	65	100	65
Camden	35	45	42	55	22	29	55	71	77
Fayetteville	54	37	91	63	2	1	143	99	145
Marianna	56	44	71	56	70	55	* 57	45	*127
TOTAL	165	40	249	60	94	23	*320	77	*414

*Includes 2 "other"

Tables 7 through 10 give more detailed data on teachers in each of the schools separately.

Table 7: THE NUMBER OF TEACHERS, BY SEX AND RACE, IN CABOT SECONDARY SCHOOLS

Building or Campus	Number of Teachers			
	Male	Female	Black	White
Middle School	4	20	--	24
High School	16	25	--	41
TOTAL	20	45	--	65

Table 8: THE NUMBER OF TEACHERS, BY SEX AND RACE, IN CAMDEN SECONDARY SCHOOLS

Building or Campus	Number of Teachers			
	Male	Female	Black	White
Camden High School	22	27	12	37
Junior High School	13	15	10	18
TOTAL	35	42	22	55

Table 9: THE NUMBER OF TEACHERS, BY SEX AND RACE, IN FAYETTEVILLE SECONDARY SCHOOLS

Building or Campus	Number of Teachers			
	Male	Female	Black	White
East Campus	20	30	1	49
West Campus	11	11	--	22
Ramay Jr. High	13	24	--	37
Woodland Jr. High	10	26	1	35
TOTAL	54	91	2	143

Table 10: THE NUMBER OF TEACHERS, BY SEX AND RACE, IN MARIANNA SECONDARY SCHOOLS

Building or Campus	Number of Teachers				
	Male	Female	Black	White	Other
Strong Middle	5	19	15	7	2
Strong Jr. High	14	14	18	10	-
Futrall	8	13	14	7	-
Lee	29	25	23	31	-
TOTAL	56	71	70	55	2

3. Administrators. The project involved administrators at three different levels: the State Education Agency personnel; the administrators of the secondary schools in Cabot, Camden, Fayetteville, and Marianna; and teams who had direct responsibility for administering the program.

a. State Department Personnel

The project was administered jointly by personnel in the Program Planning, Evaluation, Research, and Exemplary Section of the Division of Vocational, Technical, and Adult Education and personnel of Guidance Services of the Division of Instructional Services. Table 11 gives information about the State Education Agency personnel who were directly involved in the project.

Table 11: DESCRIPTIVE CHARACTERISTICS OF STATE DEPARTMENT PERSONNEL INVOLVED IN THE PROGRAM

Name	Position	Sex	Race	Highest Degree	Years of Experience in Education
James Dasher	Specialist, Exemplary Programs	M	W	MSE	17
Jim Paul Franks	Specialist, Guidance Services	M	W	MSE	18

b. School Administrators

The local administrators, both superintendents and principals, are key people in any innovative program. Forty-four administrators and counselors were involved in the

Expanded Guidance project in the four schools, not counting project teams. Descriptive information about them is presented in Table 12 through 15.

Table 12: DESCRIPTIVE CHARACTERISTICS OF THE SCHOOL ADMINISTRATORS INVOLVED IN THE EXPANDED GUIDANCE PROJECT IN CABOT

Name	Position	Sex	Race	Degree	Years of Experience
Bob Robertson	Principal Middle School	M	W	MA	11
Morgan Outlaw	Assistant Principal	M	W	MED	9
JoAnn Johnson	Counselor	F	W	MS	9
James Toy	Principal High School	M	W	MSE	16
Jack Carrington	Assistant Principal	M	W	MED	18
Kay Wilcox	Counselor	F	W	MS	9

Table 13: DESCRIPTIVE CHARACTERISTICS OF THE SCHOOL ADMINISTRATORS INVOLVED IN THE EXPANDED GUIDANCE PROJECT IN CAMDEN

Name	Position	Sex	Race	Degree	Years of Experience
Harold Hudson	Principal	M	W	MA	26
Charles Alexander	Vice Principal	M	W	MA	22
Jackie Vance	Health Occupations	F	W	BS	5
George Ivory	Principal	M	B	MA	41
Leota Harvey	Counselor	F	W	MA	13

Table 14: DESCRIPTIVE CHARACTERISTICS OF THE SCHOOL ADMINISTRATORS INVOLVED IN THE EXPANDED GUIDANCE PROJECT IN FAYETTEVILLE

Name	Position	Sex	Race	Degree	Years of Experience
Lillian Woods	Counselor	F	W	M	35
Kent Detmer	Counselor	M	W	M	5
Lois Cooksey	Counselor	F	B	M	7
Bill Duncan	Principal	M	W	M	28
Bill Brunner	Vice-Principal	M	W	M	16
Jack Mathis	Principal	M	W	M	20
Brenda Bowlin	Counselor	F	W	M	4
Mel Ireland	Employability Teacher	M	W	B	7
Rita Hardgrave	Counselor	F	W	M	2
Ron Austin	Principal	M	W	M	9
George Lewis	Vice-Principal	M	W	M	12
Martha Hileman	Counselor	F	W	M	18
John Fox	Principal	M	W	M	9
Wiley Holt	Vice-Principal	M	W	M	20
Pat Meisner	Counselor	F	W	M	10

Table 15: DESCRIPTIVE CHARACTERISTICS OF THE SCHOOL ADMINISTRATORS INVOLVED IN THE EXPANDED GUIDANCE PROJECT IN MARIANNA

Name	Position	Sex	Race	Degree	Years of Experience
Hofman, Carolyn	Art Supervisor	F	W	M	21
Hogan, Clyde	Asst. Supervisor	M	W	EDSA	37
Kelley, Everett	Superintendent	M	W	M	30
Nobles, Howard	Sec. Supervision	M	W	EdD	5
Brundage, Robert	Educ. Examiner	M	W	M+30	9
Young, Larthell	Spec. Education	M	B	M	16
Anthony, Carrie	Read Supervisor	F	B	M+15	33
Moore, Charles	Title I Coord.	M	W	M+30	11
Flanagin, Patrick	Asst. Supt. Inst.	M	W	M+30	6
Sutton, Sammie	Advisor Spec.	F	B	M	10
Caldwell, Dorothy	Food Serv. Div.	F	W	BS	10
Ross, Lee	Strong Elem.	M	W	MED	2
Bingham, Florine	Strong Mid. Couns.	F	B	M	7
Denton, George	Strong Jr. Couns.	M	B	M	12
Massey, Johnny	Futrall Couns.	M	B	M	17
Rodriguez, Michael	Lee Sr. Counselor	M	W	MEd	3
Scott, Robert	Principal, Lee	M	B	MSE	5
Gray, Mason	Vice-Prin., Lee	M	W	MSE	3

c. Project Teams

In each of the four participating schools, the project team was composed of a school-community coordinator (project director), a counselor, a cooperative coordinator, and an orientation instructor. Table 16 gives information about the members of each team.

Table 16: DESCRIPTION OF PROJECT TEAM MEMBERS INVOLVED IN THE EXPANDED GUIDANCE PROJECT

School	Name	Position	Race	Sex	Degree	Years of Experience
Cabot	Norman Ward	Project Director	W	M	MS	11
	Scott Goad	Counselor	W	M	MSE	7
	Martha Marshall	GCE	W	F	BSE	5
	Diane Weeks	Orientation	W	F	BSE	2
Camden	Lee Davis Hines	Counselor/ Coordinator	B	M	MSE	19
	Charles Jones	Counselor	W	M	MA	5
	Evelyn Elliott	Home Economics	W	F	BA	5
	Zin McRae	Orientation	B	M	BS	26
Fayetteville	Roy Smith	Project Director	W	M	Spec.	24
	Carl Baxter	Counselor	W	M	M	3
	Pat Kelly	COE Teacher	W	F	M	8
	Doyle Morgan	Counselor	W	M	M	12
	Jo Marr	Information	W	F	-	--
Marianna	Betty Sue Kell	School-Community Coordinator	W	F	M	22
	John Eason	Project Imp.	B	M	M	18
	Mrs. A. P. Broadway	Counselor	B	F	M	21
	Robert Cooksey	Consultant	B	M	M	22
	James Chatters	Orientation	-	-	-	--

In addition to those listed above, during the first year of the project Larry Vest was project director at Fayetteville and Charles Berger was project director at Camden.

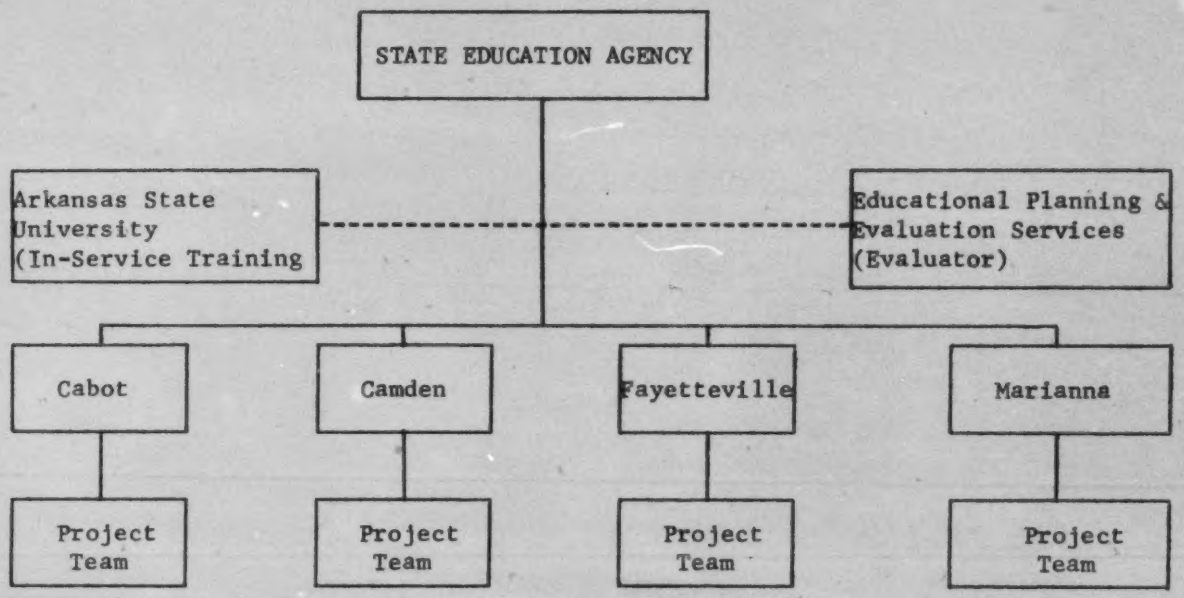
4. Consultants. Dr. Jim Golden, Associate Professor of Guidance and Counseling, Arkansas State University, Jonesboro coordinated a series of in-service training sessions for the project team members from the four schools.

Dr. Lawrence H. Roberts, of Educational Planning and Evaluation Services, Magnolia, was the project evaluator.

B. Process Variables

The process variables described in this section include organization and program activities.

1. Organization. The Expanded Guidance project was developed by key personnel in the State Education Agency. The following chart shows the relationships between the various agencies which are involved in the project.



2. Program Activities. The following activities were planned to achieve the performance objectives:

a.1 By July 15, 1974, the SEA will select the target schools which will be involved in the project. Letters of notification will be sent to the superintendents of selected schools.

a.2 By August 1, 1974, the SEA and LEA administrative personnel will cooperatively select project teams and identify the project director for each participating school. Letters of assignment will be sent to each team member by the SEA.

a.3 By September 1, 1974, the SEA will conduct training for the project teams followed by quarterly in-service workshops. All team members from the four schools will meet at a central location convenient to the participating schools. Specific objectives for the training will be prepared, by which the training sessions will be evaluated.

a.4 By October 1, 1974, the SEA will conduct an orientation session in each of the participating schools for the entire faculty.

a.5 Throughout the year, the project team will conduct in-service training for local school personnel. One session will be conducted by October 1, 1974.

a.6 By the end of the project, each participating school will have a model plan of action with recommendations for implementation.

b.1 Beginning in September 1974 and continuing throughout the project, the counselor will conduct individual counseling sessions with students in grades 7-12.

b.2 By October 1, 1974, the project team will organize an advisory council consisting of school and community members to assist in planning and implementing the expanded services.

b.3 By February 15, 1975, a multi-media career development center will be established in each participating school.

b.4 By March 1, 1975, the project teams will initiate a series of career mini-courses in each participating school for students in grades 10-12.

b.5 By the end of the 1974-75 school year, every student in grades 9-12 will develop an educational-vocational plan to guide them in next-step placement.

b.6 By June 15, 1975, a community oriented career day will be conducted in each of the participating schools.

c.1 By February 1, 1975, the project teams in consultation with employers, ESD and other agencies, will develop plans for gathering and disseminating employment and training information to assist students in next-step placement.

c.2 By February 15, 1975, the counselor will develop and thereafter maintain a file of all students desiring part-time or full-time employment.

c.3 By April 1, 1975, the project team will have a file developed on potential employers and job openings identified.

c.4 By September 1, 1975, students desiring next-step placement will be assisted in part-time employment, full-time employment or further educational preparation.

c.1 By the end of the training session, which will be conducted by September 1, 1974, the project teams will develop suggested follow-up services which should be provided students after placement.

d.2 By December 1, 1974, a random sample of students who exited in the previous two years will be contacted in person, by telephone, or by mail to ascertain their desires for follow-up services.

d.3 By May 1, 1975, all exiting students will be informed of follow-up services the school can perform and be encouraged to avail themselves of these expanded opportunities.

d.4 By September 1, 1975, interested students who have exited from school will begin receiving follow-up services such as assistance in receiving related training, information on occupational trends and opportunities and counseling regarding adjustment and advancement in their current or anticipated position.

e.1 By October 1, 1974, the local project teams will obtain commitments from community representatives to serve on the project advisory council.

e.2 By November 1, 1974, the local project director will survey the community to ascertain those individuals willing to serve as resource speakers, teach mini-courses, host students in field trips and shadowing experiences, provide alternative work experiences activities, etc.

e.3 The project team will hold quarterly meetings with the community advisory council to keep them informed of progress being made and to gain community input.

V. PLANNED EVALUATION DESIGN

Plans were made to evaluate both the product outcomes (achievement of performance objectives) and processes (program activities) involved in the project. The evaluation design summary charts in the Appendix present the performance objectives; measurement instruments; data collection procedures; data analysis techniques; and data analysis presentation. The evaluation plan and forms to be used in collecting evaluation data were presented to project personnel in the summer 1974 workshop.

To evaluate the progress of the program activities, quarterly reports were made which included data on the status of each of the program activities. The project team in each school developed a system for reporting progress on each activity, including evidence related to each activity.

VI. EVALUATION FINDINGS

The evaluation plan was designed to determine the extent to which each objective was achieved. This section presents evaluation data on the performance objectives (product outcome evaluation) and on the program activities (process evaluation). In Section A, the performance objectives will be stated, data presented, and where appropriate, comments will be made.

A. Evaluation of Performance Objectives

Objective No. 1: The SEA will help set up a model school-community based program in guidance, counseling, placement, and follow-up services in four selected schools in Arkansas. It is expected that the participating schools will achieve at least 75 percent of their project objectives as evidenced by the end-of-project evaluation reports.

The measurement of this objective is the extent to which the other four performance objectives were achieved. To meet the standard of 75 percent, each school had to achieve at least three of the other four objectives. Table 19 below presents a summary of findings on the five performance objectives.

Table 19: THE EXTENT THAT PARTICIPATING SCHOOLS ACHIEVED THE PROJECT OBJECTIVES

Objective	Schools Achieving Objectives				Number of Schools Achieving Each Objective
	Cabot	Camden	Fayetteville	Marianna	
1		X	X	X	3
2	X	X	X	X	4
3			X		1
4		X	X	X	3
5	X	X	X	X	4
Number of Objectives Achieved By Each School	2	4	5	4	

The data shown in Table 19 above is based upon the information presented in the pages that follow. Three of the four schools achieved at least 75 percent of the performance objectives, according to the information sent to the evaluator.

Objective No. 2: By the end of the project, students in grades 7-12 will respond favorably to the expanded group and individual guidance services as indicated by a feedback questionnaire. It is expected that at least 70 percent of the responses will be favorable.

In the original evaluation plan it was expected that the same or a similar questionnaire would be used in each of the four schools. Different questionnaires were used, however. The questionnaires were administered to a sample of students in each school. In Fayetteville and Camden a sample from each grade, 7-12, completed questionnaires. In Cabot, all eleventh and twelfth grade students responded, and in Marianna, responses were obtained from all ninth and all twelfth grade students.

Table 20 below gives a summary of the results from the questionnaires from all four schools.

Table 20: A SUMMARY OF THE RESPONSES OF A SAMPLE OF STUDENTS FROM THE FOUR SCHOOLS TO ATTITUDE QUESTIONNAIRES

School	Number of students	Number of Students Giving Favorable Responses	Percent of Favorable Responses
Cabot	426	426	100
Camden	615	510	83
Fayetteville	1,744	1,448	83
Marianna	528	455	86
TOTAL	3,313	2,839	86

The data given in Table 20 above indicate that this objective was achieved in all four schools. However, it should be remembered that different questionnaires were administered, under differing circumstances, and questionnaires did not have the same number of items.

Objective No. 3: The project team, in conjunction with other school and community personnel, will demonstrate ability to identify job openings and place students in employment or further training as indicated by the percent of students they help place in the next-step. It is expected that 90 percent of the students who exit will be placed in a job or further education preparation.

Evaluation of this objective was done by referring to project records. A form prepared by the evaluator was sent by the State Education Agency to each of the project directors; the data were copied on the forms and were returned to the evaluator. Table 21 below summarizes the data reported on students who exited during or at the end of the 1974-75 school year.

Table 21: A SUMMARY OF THE NUMBER OF EXITING STUDENTS IN THE PROJECT SCHOOLS PLACED IN JOBS OR FURTHER EDUCATION

School	No. of Seniors	No. of Dropouts	Total No. Students	Number Placed in:				Total Placed	
				Jobs	Vocational Schools	College	Other	No.	%
Cabot	156	59	215	49	19	64	8*	140	65
Camden	187	2	189	20	12	100	-	132	70
Fayetteville	391	16	407	53	90	215	34	392	96
Marianna	241	11	252	83	22	86	14	205	81
TOTAL	975	88	1,063	205	143	465	56	869	82

*Military Service

The data reported and summarized above show that Fayetteville was the only school that achieved the 90 percent criterion stated in the objective. Overall, the objective was not achieved, as only 82 percent of the students were placed in jobs and further training.

Objective No. 4: The project team will demonstrate their ability to provide follow-up services to students who have exited as indicated by the percent of exiting students contacted and served. It is expected that at least 80 percent of those students exiting in 1974-75 will be contacted by the project team and that 30 percent will be active participants in the follow-up services offered after placement.

This objective was evaluated by data reported from project records. The project directors completed a form containing follow-up data and sent it to the evaluator. Table 22 below presents a summary of the data provided to the evaluator.

Table 22: A SUMMARY OF THE DATA ON FOLLOW-UP SERVICES REPORTED BY THE FOUR SCHOOLS

School	Total No. Exited	Number Contacted		Number Provided Services in Placement		Counseling		(Other)	
		No.	%	No.	%	No.	%	No.	%
Cabot*	(No Data----------)								
Camden	187	187	100	72	39	105	56	--	--
Fayetteville	407	407	100	53	13	305	75	34	8
Marianna	241	200	83	75	31	200	83	--	--
TOTAL	835	794	90	200	24	610	73	34	8

*The project director assumed that the data reported for Objective No. 3 would suffice for this objective, also.

The data given in Table 22 above show that for the three schools providing data, the objective was achieved. Two of them report that all exiting students were contacted, while the other reports 83 percent were contacted. Of those contacted, 73 percent from the three schools received counseling. Some, of course, received more than one follow-up service.

Objective No. 5: The community will demonstrate interest in fulfilling student needs as indicated by the amount of involvement with the school. It is expected that at least five community groups and 20 different individuals will be involved by (a) serving on committees, (b) being resource speakers, (c) acting as host to students in field trips and shadowing, (d) developing or donating occupational materials, and (e) providing alternative work experiences.

Data needed for evaluation of this objective also came from project records in each of the schools. Table 23 below presents a summary of the data provided by project directors on a form sent to the evaluator, on the number of community people and groups that were involved in the program.

Table 23: A SUMMARY OF DATA INDICATING EXTENT OF COMMUNITY INVOLVEMENT

Type of Involvement	NUMBER OF PERSONS AND GROUPS INVOLVED									
	Cabot		Camden		Fayetteville		Marianna		Total	
	Persons	Groups	Persons	Groups	Persons	Groups	Persons	Groups	Persons	Groups
Serve on Committees	45	8	68	29	8	--	187	10	308	47
Resource Speaker	62	5	100	27	150	--	87	16	399	48
Host for Field Trips and Shadowing	--	--	76	37	27	16	761	30	864	83
Donated Material	*	*	150	20	--	--	29	4	179	24
Provided Work Experience	40	--	162	12	53	--	186	11	441	23
TOTAL	147	13	556	125	238	16	1,250	71	2,191	225

*Materials have been donated to the Media Center from businesses and the Military Services. (Cabot)

Information given in Table 23 above provides evidence that all four schools achieved objective number five. Each school, according to the data reported, exceeded the criteria stated in the objective.

The data reported suggest that in some cases the project directors reported the number of students involved rather than the number of community persons involved. For example, one school reported that 761 individual persons in the community served as hosts for field trips and shadowing experiences for students. Another school, in a town more than four times the size of the first, reported that only 27 individuals served as hosts.

B. Evaluation of Program Activities (Process Evaluation)

The management process and operational process involved in operating a program determine whether or not the outcome objectives are achieved. If problems arise, or if tasks are not completed on schedule, or if planned activities are not accomplished, the likelihood of the product objectives being achieved is decreased.

The third-party evaluator did not monitor this project by making on-site visits. Instead, he received copies of the quarterly reports which required the project directors to report the status of each of the program activities, with tangible evidence related to each activity. At the end of the project period, the evaluator asked the SEA to send to each project director "Process Evaluation" charts to be completed by the project directors and returned to the evaluator. The prepared charts contained a brief statement of each program activity, the person responsible, the scheduled date for completion, and the planned evidence to be used as an indicator that

each activity had been completed. These items were taken from the project proposal and planned evaluation design. For each program activity, the project team was asked to fill in the columns labeled: "Date Completed," "Is Evidence Available?," and "Problems or Discrepancies."

When the "Process Evaluation" charts were returned, the evaluator compared the entries made by the project directors with the data reported in the quarterly reports for each program activity. The charts in the following tables present the information reported by the SEA and each of the four project schools. For complete information on each of the program activities, the reader is referred to the Quarterly Reports from each school.

Table 24: SUMMARY OF PROCESS EVALUATION DATA REPORTED BY THE SEA

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
1.1 Select target schools	SEA	7-15-74	6-2-74	Letters of notification	Yes	
1.2 Select project team	SEA & LEA	8-1-74	6-2-74	Letters of assignment	Yes	
1.3 Conduct first training session	SEA	9-1-74	8-21-74	Evaluation Report	Yes	
1.4 Conduct orientation in participating schools	SEA	10-1-74	9-23-74	Agenda; attendance report	Yes	Only two of the four schools received orientation from the SEA

Table 25: SUMMARY OF PROCESS EVALUATION DATA REPORTED BY CABOT

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
1.2 Select project team	SEA & LEA	8-1-74	7-12-74	Letters of assignment	Yes	
1.5 Conduct first in-service training for local school personnel	Project Team	10-1-74	8-28-74	Memo and agenda	Yes	
1.6 Develop model plan of action with recommendations for implementation	Project Team	12-30-75	12-19-75	Written plan	Yes	
2.1 Conduct individual counseling sessions	Counselor	Throughout the project period	8-25-74	Counseling Records	Yes	
2.2 Organize an advisory council	Project Team	10-1-74	11-6-74	Letters to council members	Yes	

Table 25 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
2.3 Establish multi-media career development center	Project Team	2-15-75	12-1-74	Project Records	Yes	
2.4 Initiate series of career mini-courses	Project Team	3-1-75	-------	Announcement of courses and course outlines		Completed only in selected areas. See Quarterly Reports.
2.5 Develop individual students' educational-vocational plan (Grades 9-12)	Project Team	6-1-75	6-1-75	Counselor's Records	Yes	
2.6 Conduct a community-oriented career day	Project Team	6-15-75	3-17-75 3-9-76	News article about career day	Yes	(Note by Evaluator: The data presented here contradicts data on page 6 of Quarterly Report dated June 30, 1975.)
3.1 Develop plan for disseminating employment and training information	Project Team	2-1-75	2-1-75	Counselor's Records	Yes	
3.2 Develop file on students desiring part-time or full-time employment	Counselor	2-15-75	2-15-75	Counselor's Records	Yes	
3.3 Develop a file on potential employers and job openings	Project Team	4-1-75	4-1-75	Project Records	Yes	Only limited success

Table 25 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
3.4 Assist students in part-time or full-time employment, or further educational preparation	Project Team	9-1-75	9-1-75	Project Placement Records	Yes	
4.1 Develop suggested follow-up services for students placed	Project Team	9-1-74	9-1-74	Recommendations in training report	Yes	
4.2 Contact a sample of former students to ascertain their desires for follow-up services	Project Team	12-1-74	12-1-74	Questionnaire results	Yes	
4.3 Inform exiting students of follow-up services	Project Team	5-1-75	5-1-75	Project Records	Yes	
4.4 Provide follow-up services to former students	Project Team	9-1-75	9-1-75	Record of services and students served	Yes	(No evidence in Quarterly Reports - Evaluator)
5.1 Obtain commitments for community representatives to serve on advisory council	Project Team	10-1-74	11-6-74	Letters of acceptance from council members	Yes	

Table 25 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
5.2 Survey the community to find volunteers	Project Director	11-1-74	11-1-74	Project Records	Yes	
5.3 Hold quarterly meetings with advisory council	Project Team	Quarterly	11-6-74	Letter announcing meeting and agenda		Meetings have been limited. It has been difficult to get meeting dates, therefore we met as needed.

Table 26: SUMMARY OF PROCESS EVALUATION DATA REPORTED BY CAMDEN

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
1.2 Select project team	SEA & LEA	8-1-74	7-2-74	Letters of assignment	Yes	None
1.5 Conduct first in-service training for local school personnel	Project Team	10-1-74	8-28/29-74	Memo and agenda	First Quarterly Report	None
1.6 Develop model plan of action with recommendations for implementation	Project Team	12-30-75	12-19-75 Final	Written plan	Final Report	None
2.1 Conduct individual counseling sessions	Counselor	Throughout the project period	9-74	Counseling Records	Yes	None
2.2 Organize an advisory council	Project Team	10-1-74	11-6-74	Letters to council members	Yes Second Quarterly Report	None

Table 26 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
2.3 Establish multi-media career development center	Project Team	2-15-75	12-1-74	Project Records	Yes on quarterly reports	No Problems
2.4 Initiate series of career mini-courses	Project Team	3-1-75	4-74	Announcement of courses and course outlines		Work was as designed
2.5 Develop individual students' educational-vocational plan (Grades 9-12)	Project Team	6-1-75	6-1-75	Counselor's Records	Yes	
2.6 Conduct a community-oriented career day	Project Team	6-15-75	4-17-75	News article about career day	Yes	
3.1 Develop plan for disseminating employment and training information	Project Team	2-1-75	2-15-75	Counselor's Records	Yes	
3.2 Develop file on students desiring part-time or full-time employment	Counselor	2-15-75	2-1-75	Counselor's Records	Yes	
3.3 Develop a file on potential employers and job openings	Project Team	4-1-75	4-1-75	Project Records	Yes	

Table 26 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
3.4 Assist students in part-time or full-time employment, or further educational preparation	Project Team	9-1-75	9-1-75	Project Placement Records	Yes	None
4.1 Develop suggested follow-up services for students placed	Project Team	9-1-74	9-1-74	Recommendations in training report	Yes	(Note by the Evaluator: The data reported here contradicts data in Quarterly Report for period ending June 30, 1975: "The project team has done very little toward conducting a follow-up as of this date." This was the last Quarterly Report provided to the Evaluator.)
4.2 Contact a sample of former students to ascertain their desires for follow-up services	Project Team	12-1-74	12-1-74	Questionnaire results	Yes	
4.3 Inform exiting students of follow-up services	Project Team	5-1-75	5-1-75	Project Records	Yes	
4.4 Provide follow-up services to former students	Project Team	9-1-75	9-1-75	Record of services and students served	Yes	
5.1 Obtain commitments for community representatives to serve on advisory council	Project Team	10-1-74	11-6-74	Letters of acceptance from council members	Yes	None

Table 26 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
5.2 Survey the community to find volunteers	Project Director	11-1-74	11-1-74	Project Records	Yes	No Problems
5.3 Hold quarterly meetings with advisory council	Project Team	Quarterly	11-6-74	Letter announcing meeting and agenda	Yes	Regular meetings held each month

Table 27: SUMMARY OF EVALUATION DATA REPORTED BY FAYETTEVILLE

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
1.2 Select project team	SEA & LEA	8-1-74	8-1-75	Letters of assignment	Yes	
1.5 Conduct first in-service training for local school personnel	Project Team	10-1-74	8-21-75	Memo and agenda	Yes	
1.6 Develop model plan of action with recommendations for implementation	Project Team	12-30-75	12-30-75	Written plan	Yes	
2.1 Conduct individual counseling sessions	Counselor	Throughout the project period	On-Going	Counseling Records	Yes	
2.2 Organize an advisory council	Project Team	10-1-74	12-1-74	Letters to council members	Yes	

Table 27 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
2.3 Establish multi-media career development center	Project Team	2-15-75	8-30-74	Project Records	Yes	
2.4 Initiate series of career mini-courses	Project Team	3-1-75	11-1-74	Announcement of courses and course outlines	Yes	
2.5 Develop individual students' educational-vocational plan (Grades 9-12)	Project Team	6-1-75	6-1-75	Counselor's Records	Yes	
2.6 Conduct a community-oriented career day	Project Team	6-15-75	1-6-75	News article about career day	Yes	
3.1 Develop plan for disseminating employment and training information	Project Team	2-1-75	9-7-74	Counselor's Records	Yes	
3.2 Develop file on students desiring part-time or full-time employment	Counselor	2-15-75	9-7-74	Counselor's Records	Yes	
3.3 Develop a file on potential employers and job openings	Project Team	4-1-75	9-7-74	Project Records	Yes	

Table 27 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
3.4 Assist students in part-time or full-time employment, or further educational preparation	Project Team	9-1-75	On-Going	Project Placement Records	Yes	
4.1 Develop suggested follow-up services for students placed	Project Team	9-1-74	9-1-74	Recommendations in training report	Yes	(Note by Evaluator: Data presented here contradicts data in Quarterly Report.)
4.2 Contact a sample of former students to ascertain their desires for follow-up services	Project Team	12-1-74	12-1-74	Questionnaire results	Yes	
4.3 Inform exiting students of follow-up services	Project Team	5-1-75	5-1-75	Project Records	Yes	(Note by Evaluator: Data presented here contradicts data in Quarterly Report.)
4.4 Provide follow-up services to former students	Project Team	9-1-75	8-26-74	Record of services and students served	Yes	(Note by Evaluator: Data presented here contradicts data in Quarterly Report.)
5.1 Obtain commitments for community representatives to serve on advisory council	Project Team	10-1-74	12-30-74	Letters of acceptance from council members	Yes	

Table 27 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
5.2 Survey the community to find volunteers	Project Director	11-1-74	11-1-74	Project Records	Yes	
5.3 Hold quarterly meetings with advisory council	Project Team	Quarterly	12-30-74	Letter announcing meeting and agenda	Yes	Did not have a formal meeting each quarter

Table 28: SUMMARY OF PROCESS EVALUATION DATA REPORTED BY MARIANNA

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
1.2 Select project team	SEA & LEA	8-1-74	1st & 4th Quarterly Reports	Letters of assignment	Yes	
1.5 Conduct first in-service training for local school personnel	Project Team	10-1-74	1st & 4th Quarterly Reports	Memo and agenda	Yes	
1.6 Develop model plan of action with recommendations for implementation	Project Team	12-30-75	1st & 4th Quarterly Reports	Written plan	Yes	
2.1 Conduct individual counseling sessions	Counselor	Throughout the project period	4th Quarterly Report	Counseling Records	Yes	
2.2 Organize an advisory council	Project Team	10-1-74	1st & 4th Quarterly Reports	Letters to council members	Yes	

Table 28 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
2.3 Establish multi-media career development center	Project Team	2-15-75	1st & 4th Quarterly Reports	Project Records	Yes	
2.4 Initiate series of career mini-courses	Project Team	3-1-75	4th Quarterly Report	Announcement of courses and course outlines	Yes	No course outlines because they were conducted through the different departments.
2.5 Develop individual students' educational-vocational plan (Grades 9-12)	Project Team	6-1-75	1st & 4th Quarterly Reports	Counselor's Records	Yes	
2.6 Conduct a community-oriented career day	Project Team	6-15-75	1st & 4th Quarterly Reports	News article about career day	Yes	
3.1 Develop plan for disseminating employment and training information	Project Team	2-1-75	2nd & 4th Quarterly Reports	Counselor's Records	Yes	
3.2 Develop file on students desiring part-time or full-time employment	Counselor	2-15-75	2nd & 4th Quarterly Reports	Counselor's Records	Yes	
3.3 Develop a file on potential employers and job openings	Project Team	4-1-75	1st & 4th Quarterly Reports	Project Records	Yes	

Table 28 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
3.4 Assist students in part-time or full-time employment, or further educational preparation	Project Team	9-1-75	1,2,3,4 Quarterly Reports	Project Placement Records	Yes	
4.1 Develop suggested follow-up services for students placed	Project Team	9-1-74	1st & 4th Quarterly Reports	Recommendations in training report	Yes	
4.2 Contact a sample of former students to ascertain their desires for follow-up services	Project Team	12-1-74	4th Quarterly Report	Questionnaire results	No	Due to our mobile student population, former students were contacted individually rather than by mail. This was done by the project team and the FSD employee.
4.3 Inform exiting students of follow-up services	Project Team	5-1-75	4th Quarterly Report	Project Records	Yes	
4.4 Provide follow-up services to former students	Project Team	9-1-75	2nd Quarterly Report	Record of services and students served	Yes	Announcements of ESD were often in local paper labeled activity 5.2.
5.1 Obtain commitments for community representatives to serve on advisory council	Project Team	10-1-74	1st Quarterly Report	Letters of acceptance from council members	Yes	

Table 28 Continued

Activity	Person Responsible	Scheduled Date	Date Completed	Planned Evidence	Is Evidence Available?	Problems or Discrepancies
5.2 Survey the community to find volunteers	Project Director	11-1-74	1st & 4th Quarterly Reports	Project Records	No	The survey was done by the central office staff.
5.3 Hold quarterly meetings with advisory council	Project Team	Quarterly	1st & 4th Quarterly Reports	Letter announcing meeting and agenda	Yes	Monthly meetings were held.

Table 29, following, gives a summary of the findings, by school, for each program activity.

Table 29: SUMMARY OF FINDINGS: PROGRAM ACTIVITIES

Activity	SEA	SCHOOLS COMPLETING ACTIVITY ON TIME				Number Completing Activity
		Cabot	Camden	Fayetteville	Marianna	
1.1	X					
1.2	X	X	X	X	X	4
1.3	X					
1.4						
1.5		X	X	X	X	4
1.6		X	X	X	X	4
2.1		X	X	X	X	4
2.2		Late	Late	Late	X	1
2.3		X	X	X	X	4
2.4		No	X	X	X	3
2.5		X	X	X	X	4
2.6		No	X	X	X	3
3.1		X	Late	X	X	3
3.2		X	X	X	X	4
3.3		X	X	X	X	4
3.4		X	X	X	X	4
4.1		X	X	X	X	4
4.2		X	X	X	No	3
4.3		X	X	X	X	4
4.4		?	?	?	?	0
5.1		Late	Late	Late	X	1
5.2		X	X	X	No	3
5.3		No	X	No	X	2
Number and Percent of Activities Completed on Time	3/75%	14/70%	16/80%	16/80%	17/85%	

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of evaluation is to provide information to be used in making decisions for improving the overall program and/or specific activities. The value of the evaluation is determined, to a great extent, by the validity of the data provided to the evaluator.

This section includes a listing of the findings, conclusions based upon the findings, and recommendations based upon the findings and conclusions.

A. Summary of Findings

1. The data reported show that one school achieved 100 percent of the performance objectives; two schools achieved 80 percent and one achieved only 40 percent.
2. All four schools achieved the objective of positive student response and the objective requiring community involvement. The percent of favorable responses from students was 83 percent or higher in each of the four schools.
3. Only one school achieved the objective requiring placement of 90 percent of all exiting students in employment or further education or training.
4. Eighty-two percent of the students exiting from the four schools in 1974-75 were placed in jobs or further education.
5. Two schools reported that 100 percent of the students exiting in 1974-75 had been contacted; another reported that 83 percent had been contacted.
6. The combined reports from the four schools indicate that 2,191 individual persons in the communities were involved in the projects.

7. In each project school, 70 percent or more of the program activities were carried out and completed on schedule.

B. Conclusions

1. A serious limitation was found in that data reported by the four schools were not comparable. The following conclusions are based upon the data that were available.
2. The combined evaluation data indicate that the project has been a success.
3. The positive response of students to the program indicates that the Expanded Guidance approach is accepted by students. This acceptance indicates that the needs of students are being better served.
4. The fact that only one school achieved the objective which required 90 percent of exiting students be placed in jobs or further education indicates that the criterion of 90 percent may be too high, especially during times of economic "recessions."
5. Evaluation data show that systematic procedures have been set up for placement and continuing contact with former students.
6. Data from this project provide evidence that it is possible, with effort and good leadership, for schools and communities to develop a closer working relationship that can be mutually beneficial.
7. The records required by the project have been demonstrated to be helpful in the management of a program, and provide a means toward accountability.

C. Recommendations

1. It is recommended that in future projects administered by the SEA that steps be taken at the beginning of each project to insure that the participating schools will provide some common data, reported in a uniform format. For a meaningful evaluation to be carried out, comparable data must be available.
2. It is recommended that the most successful aspects of the Expanded Guidance program be incorporated into the regular school program. It is further recommended that the concept of Expanded Guidance, which emphasizes increased community-school cooperation, continue to be stressed in the project schools.
3. It is recommended that information about the Expanded Guidance programs and concept be disseminated throughout the state, and that some means be devised by the State Education Agency to help other schools adopt this approach.
4. It is recommended that the services offered in placement be closely coordinated with the services provided by the Employment Security Division. The work done in this project, especially at Marianna and Camden, should provide a model for other schools to follow.
5. It is recommended that more emphasis be given to the original intent of the project proposal, that "follow-up services after students have been placed in the next-step to assist them in adjusting to the new environment, in making proper advancement, in receiving additional preparation, in obtaining trends and information about employment."

6. It is recommended that someone in each project school be given specific responsibility for maintaining and strengthening the school-community relationship that has been developed in this project.

7. It is recommended that a careful evaluation be made of the record-keeping system used during the project period, and that the entire Guidance Program in each school adopt or adapt a system of operation that involves some form of "management by objectives" and related all activities to performance objectives.

APPENDIX

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The SEA will help set up a model school-community based program in guidance, counseling, placement, and follow-up services in five selected schools in Arkansas. It is expected that the participating schools will achieve at least 75 percent of their project objectives as evidenced by the end-of-project evaluation reports.	End-of project reports from pilot schools	End of project	Pilot schools' objectives achieved	Pilot schools	End-of-project	School-community coordinator
2. By the end of the project, students in grades 7-12 will respond favorably to the expanded group and individual guidance services as indicated by a feedback questionnaire. It is expected that at least 70 percent of the responses will be favorable.	Student questionnaire	April 1, 1975	Students' attitudes toward the program	All participating students	May, 1975	School-community coordinator

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Dissemination of Evaluation Results for Overall Project				
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
1. Analyze end-of-project reports; compute number and percent of local project objectives which will have been achieved.	Jan. 30, 1976	SEA	Written and oral reports	Feb. 15, 1976	School Officials; SEA; USOE; Community groups; Professional educators
2. Tally responses and compute percent of favorable responses, by school and total for program.	Jan. 30, 1976	SEA	Written and oral reports	Feb. 15, 1976	School Officials; SEA; USOE; Community groups; Professional educators

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The project team, in conjunction with other school and community personnel, will demonstrate ability to identify job openings and place students in employment or further training as indicated by the percent of students they help place in the next-step. It is expected that 90 percent of the students who exit will be placed in a job or further education preparation.	Project Records	System of records to be designed by September 1, 1974	Record of job openings identified and students placed	All exiting students	Throughout the project	School-community coordinator
4. The project team will demonstrate their ability to provide follow-up services to students who have exited as indicated by the percent of exiting students contacted and served. It is expected that at least 80 percent of those students exiting in 1974-75 will be contacted by the project team and that 30 percent will be active participants in the follow-up services offered after placement.	Project Records	System of records to be designed by September 1, 1974	Record of follow-up services provided	Out-of-school persons	Throughout the project	School-community coordinator

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Evaluator's Report Date	Dissemination of Evaluation Results for Overall Project			
		Person Responsible	Method	Schedule	Recipient/ Audience
3. Analyze project records; compute the percent of students placed.	Jan. 30, 1976	SEA	Written and oral reports	Feb. 15, 1976	School Officials; SEA; USOE; Community Groups; Professional Educators
4. Analyze project records; compute percent of students contacted and percent of active participants in follow-up services.	Jan. 30, 1976	SEA	Written and oral reports	Feb. 15, 1976	School Officials; SEA; USOE; Community Groups; Professional Educators

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
5. The community will demonstrate interest in fulfilling student needs as indicated by the amount of involvement with the school. It is expected that at least 5 community groups and 20 different individuals will be involved by (a) serving on committees, (b) being resource speakers, (c) acting as host to students in field trips and shadowing, (d) developing or donating occupational materials, and (e) providing alternative work experiences.	Project Records	System of records to be designed by September 1, 1974	Record of community involvement activities	Community persons	Throughout the project	School-community coordinator

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Dissemination of Evaluation Results for Overall Project				
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
5. Analyze project records; compute number of people and groups involved in various ways.	Jan. 30, 1976	SEA	Written and oral reports	Feb. 15, 1976	School Officials; SEA; USOE; Community Groups; Professional Educators

27+ 600 30